Hamilton College Catalogue

2010-11

College Calendar 2010-11

Aug.	21-25	Saturday-Wednesday	New Student Orientation
	24	Tuesday	Residence halls open for upperclass students, 9 am
	26	Thursday	Fall semester classes begin, 8 am
Sept.	1	Wednesday	Last day to add a course, 3 pm
	17	Friday	Last Day to exercise credit/no credit option, 3 pm
Oct.	8-10	Friday-Sunday	Fallcoming
	8	Friday	Last day to declare leave of absence for Spring semester 2011
	13	Wednesday	Fall Recess Begins, 4:00 pm
			Academic warnings due
	18	Monday	Classes resume, 8:00 am
	20	Wednesday	Last day to drop a course without penalty, 3 pm
	29-31	Friday-Sunday	Family Weekend
Nov.	1-19		Registration period for Spring 2011 courses (tentative)
	19	Friday	Thanksgiving recess begins, 4 pm
	29	Monday	Classes resume, 8 am
Dec.	10	Friday	Fall semester classes end
	11-13	Saturday-Monday	Reading period
	13-17	Monday-Friday	Final examinations
	18	Saturday	Residence halls close, noon
Jan.	13-15	Thursday-Saturday	New Student Orientation
	15	Saturday	Residence halls open, 9 am
	17	Monday	Spring semester classes begin, 8 am
	21	Friday	Last day to add a course, 3 pm
			Last day for Seniors to declare a minor
Feb.	4	Friday	Last day to exercise credit/no credit option, 3 pm
	7-11	Monday-Friday	Sophomores declare concentration
	25	Friday	Last day to declare leave of absence for Fall semester 2011
Mar.	4	Friday	Academic warnings due
	11	Friday	Spring recess begins, 4 pm;
			Last day to drop a course without penalty, 3 pm
	28	Monday	Classes resume, 8 am
Apr.	4-22		Registration period for Fall 2011 Courses (tentative)
May	6	Friday	Class and Charter Day; Spring semester classes end
	7-9	Saturday-Monday	Reading period
	9-13	Monday-Friday	Final examinations*
	22	Sunday	Commencement
	23	Monday	Residence halls close for seniors, noon

*Non-senior students are expected to vacate residence halls 24 hours after their last exam

History of the College

Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who "expressed approbation," and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, inspector general of the Continental Army and "drillmaster" of Washington's troops during the War for Independence.

The academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland's original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact, few Oneidas came to attend the school, and its students were primarily the children of local white settlers. Yet the academy remained the missionary's one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the 19th century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well-prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on "rhetoric and elocution" than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the 19th century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the president. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College's buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. Under President Melancthon Woolsey Stryker (1892-1917), an ambitious building program had resulted in facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences. However, it was under President Stryker's successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America's leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel prize laureate who was chairman of the board of trustees, President Ferry nurtured Hamilton as a place of the finest teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic program was introduced encouraging amateur enthusiasm and widespread participation.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through

incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. The faculty of this new college thought seriously about what liberal arts education should be like for women and developed a curriculum that fostered independence, creativity and self-reliance. As an experimental institution, Kirkland offered programs that supplemented and enhanced the traditional liberal arts curriculum. Students on College Hill enrolled at either Hamilton or Kirkland, but selected courses from both institutions and shared facilities, such as the new Burke Library. The two colleges merged in 1978. Today Kirkland's legacy includes an extraordinary faculty and facilities in performing and studio arts, and a strong commitment to experimental education and to interdisciplinary perspectives.

In recent years, the curriculum has been further expanded to incorporate interdisciplinary concentrations and programs such as Africana, American, Asian, Latin American, environmental and women's studies as well as digital art, computer science and public policy. An emphasis on writing and speaking -- long-standing Hamilton traditions -- remains at the heart of the curriculum along with capstone experiences such as the Senior Program that allow students to integrate and demonstrate what they learn. The physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among the more recent developments are the state-of-the-art Science Center, the largest construction project in the College's history (2005); the Charlean and Wayland Blood Fitness and Dance Center (2006); and major expansion and renovation of the Kirner-Johnson Building (2009) and the Sadove Student Center at Emerson Hall (2010).

The College that evolved from Samuel Kirkland's plan of education will soon celebrate the bicentennial anniversary of its charter. Far from the modest frontier school for white and Oneida Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond our borders. Although Hamilton remains small by present-day standards and currently has a student body of fewer than 1,900, it provides resources and facilities comparable to those of undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.

Academic Information

College Purposes and Goals

Commitment to the intellectual and personal development of students is Hamilton College's most important and enduring tradition. The faculty is dedicated to the promotion of academic achievement, integrity and personal growth. Hamilton students spend much of their time with their teachers and fellow students identifying problems, clarifying questions, thinking creatively, experimenting with solutions and frequently undertaking collaborative work. The College seeks mature and motivated students who desire to join this academic community and who are willing to take the responsibility for shaping their academic careers through sustained consultation with their advisors.

A Hamilton education is characterized by academic rigor and intellectual engagement. Faculty members provide opportunities for students of unusual talents to realize their fullest capacities, for their own benefit and that of the world in which they will live. To that end, professors design programs, courses and assignments that foster self-education and produce the intellectual toughness, creativity and flexibility necessary to excel in a rapidly changing world. Graduates should be poised to investigate new avenues of knowledge, to respond creatively to new and unexpected situations and to address problems and challenges in a morally and intellectually courageous manner.

The College expects its students to develop the ability to read, observe and listen with critical perception, and to think, write and speak with clarity, understanding and precision. Students should develop their appreciation for inquiry, combined with the confidence to evaluate arguments and to defend their own positions. They should learn to question creatively, derive information from and analyze data, and formulate hypotheses. They should recognize the limits of factual information and become attuned to how such information can be used and misused. Above all, students should develop respect for intellectual and cultural diversity because such respect promotes free and open inquiry, independent thought and mutual understanding.

At Hamilton, students are accorded freedom to pursue their own educational interests within the broad goals of a liberal arts education. In consultation with their advisors, Hamilton students regularly plan, assess and re-assess their educational progress and their success in fulfilling the ideals of the liberal arts.

Education in the liberal arts at Hamilton College comprises:

I. **Foundations:** The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers. To achieve these aims, the College encourages all students to participate in at least four proseminars and requires all students to complete the Writing Program and the Quantitative Literacy Requirement.

1. *The Proseminar Program:* Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available through advisors and the Office of the Registrar.

2. *The Writing Program:* Students must pass at least three writing-intensive courses. For a full description of the Writing Program requirements, see "Standards for Written Work."

3. *The Quantitative Literacy Requirement:* **For students through the Class of 2013.** Every student must demonstrate basic quantitative literacy by passing a quantitative skills examination given during Orientation, or by passing a designated quantitative course, or by completing a non-credit tutorial. This requirement should be completed by the end of the second year. For a detailed description and list of courses, see "Standards for Quantitative Work."

The Quantitative and Symbolic Reasoning Requirement: **For students in the Class of 2014 and later**. Every student must pass at least one designated quantitative and symbolic reasoning course. This requirement should be completed by the end of the second year. For a detailed description of this requirement, see "Standards for Quantitative Work."

II. **Breadth in the Liberal Arts:** As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

III. **Concentration:** Each student must meet the requirements for a concentration.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice and dialogue about choice of courses as the student strives to meet these goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, Hamilton's mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings. This experience centers on ready access to an exceptional faculty and can be shaped to meet each individual student's interests and aspirations. A Hamilton education prepares students to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity. It will be the foundation on which they build a lifetime of personal and professional achievement and satisfaction.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 28 departments and 15 interdisciplinary programs. For qualified upperclass students, the College's Term in Washington, Program in New York City and programs in China, France and Spain, provide rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising to assist students as they establish their academic goals and select courses. Each advisor is a member of the faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. Utilizing the results of placement exams during Orientation, the student and advisor discuss and agree upon appropriate courses to develop a balanced academic program.

Preregistration for each semester takes place near the end of the preceding semester. At such times, students are advised not only to plan for the coming semester but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and advisor continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration and to prepare for the senior program of the concentration. Certain members of the faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the faculty to do academic advising. The advisor is more than a casual faculty contact: advisor and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's advisor, who may also consult with other advisors about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Students with learning disabilities may request special arrangements for academic activities. Students who request special arrangements must provide to the associate dean of students (academic) a professional diagnosis of the disability. In consultation with the student and with appropriately qualified psychologists in the Counseling Center, if necessary, the associate dean will determine what accommodations (such as extended times to complete examinations) are reasonable. Students who are allowed special arrangements must inform their instructors well in advance of the time the arrangements will be needed.

Academic Support Services and Programs

English for Speakers of Other Languages — Hamilton's English for Speakers of Other Languages Program (ESOL) offers services to students who are not native speakers of English and those who are interested in English language instruction. Two courses give students the opportunity to become familiar with American academic expectations and to master English language skills. Fundamentals of Composition I is offered in the fall, and Fundamentals of Composition II is offered in the spring. Both focus on individual needs and on the practice of language skills — reading, writing, listening and speaking — through text preparation, discussions and written assignments. Composition 101 is open to first-year students only, while Composition 102 is open to students of all classes.

Students may take advantage of the resources available through the ESOL program and may meet with the coordinator at any time to discuss course work or academic issues related to the program. Information on the TOEFL (Test of English as a Foreign Language) and other language-based tests, intensive English programs, graduate programs in ESOL/applied linguistics and ESOL job opportunities is available in the ESOL office located in Buttrick Hall. Students are welcome to use the program's library, which covers topics on language skills, ESOL methodology and English language acquisition. Students who are interested in teaching or tutoring ESOL should see the descriptions for the following courses listed under Education Studies:240 (Methods of Tutoring English for Speakers of Other Languages) and 340 (Teaching English to Speakers of Other Languages).

The Library — The Daniel Burke Library contains 610,000 volumes, and the collection is constantly expanding in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences and the humanities. In addition to books, the library subscribes to approximately 2,000 periodicals, more than 24,000 electronic journals and some 430,000 pieces of microfiche and microfilm. Additional materials for research purposes are available through interlibrary loan and document delivery from various online systems. The library network includes the online catalog (Alex), 175 research databases, electronic reserves and many other Internet resources. In addition to the Burke Library, the Media Library houses videos, slides and films, and the Music Library holds music compact discs, scores, audiocassettes and an archival collection of LPs. Established in 1995, the Jazz Archive features a collection of more than 250 videotaped interviews with jazz musicians, arrangers, writers and critics. The interview collection has been fully transcribed and may be reviewed in print, video and audio.

Among the library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, the Communal Societies Collection and the Alumni Collection of books and other materials written by and about Hamilton graduates. In addition, an area of the first floor of the library contains easy-chairs and a collection of books selected for leisure reading. Seminar rooms for small classes are located in the library.

Information Technology Services — Information Technology Services (ITS) provides a variety of support services for faculty, staff and student users of computers, the telephone system and the campus data network. The campus data network provides more than 6,000 high-speed wired connections to the Internet, including one for each student living in the residence halls. Wireless access to the network is available from all campus buildings and outside areas. There are approximately 1,700 college computers located in offices, classrooms, departmental laboratories and public computing clusters.

ITS' offices are located on the third floor of the Burke Library and the mezzanine in Christian A. Johnson Hall.

The Multimedia Presentation Center and Information Commons — Supported by the library and Instructional Technology Support Services, the Multimedia Presentation Center (MPC) is a state-of-the-art computing facility equipped with cutting-edge hardware and software, as well as a full range of support services specifically designed for authoring multimedia-enhanced presentations. Students and faculty members utilize the MPC's large-format printers and audio, video and animation software to create materials for courses, conferences and the Web.

The MPC is collocated with the Information Commons (IC), a jointly staffed service desk where information and technology questions can be answered in an integrated manner. The IC also provides access to individual and group work areas equipped with computers.

The Diversity and Social Justice Project — Through educational programs, research support and community outreach, the Diversity and Social Justice Project prepares students to live and work as engaged citizens in an increasingly diverse world. The project organizes lecture series, discussion groups, a student associates program (teaching, service and research), pedagogical workshops and related activities to promote rigorous intellectual inquiry around issues of social justice and diversity. The Diversity and Social Justice Project office is located on the ground floor of McEwen Hall.

The Language Center — Centrally located within the language departments on the third floor of Christian A. Johnson Hall, the Language Center is integrated into all levels of the language curriculum, providing support for course-related student assignments, research and projects, as well as general language acquisition resources. The Language Center also provides the pedagogical and technical expertise to support language faculty in the adaptation, implementation and development of the most current technology-enhanced instructional materials and methods. Equipped with computing and multimedia facilities tailored for languages, the Language Center offers a state-of-the-art learning environment where classes meet and students of all languages and levels work and interact with one another.

The Arthur Levitt Public Affairs Center — Located in the Kirner-Johnson Building, the Arthur Levitt Public Affairs Center assists faculty members and students in examining public affairs issues. The center sponsors programs in the areas of sustainability, security, and inequality and equity. It also brings prominent speakers to campus, funds faculty-student collaborative research (Summer Research Fellows), assists faculty who wish to include service learning or community-based research projects in their courses, organizes student presentations in high schools (Levitt Scholars) and sponsors weekly discussions on a variety of issues (Think Tank). The center provides a cluster of computers and special software to support research and maintains a small library of newspapers, journals and references. The services of the center are available to everyone in the College community.

Nesbitt-Johnston Writing Center — Designed to support writing in courses throughout the curriculum, the Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any piece of writing, at any stage of its development. Writing conferences sometimes are incorporated into the

requirements of writing-intensive courses, but many students request conferences on their own. The Writing Center also offers Web and in-center resources on writing, computer facilities and faculty consultation.

Oral Communication Center — Oral communication courses and support services exist to assist students in achieving the College's standard for oral communication by encouraging the integration of effective oral communication throughout the curriculum. The Oral Communication Center offers variable credit courses, discipline-specific workshops and tutoring opportunities through the Oral Communication Lab to link the study and practice of oral communication with the contexts and uses of communication in the classroom and society-at-large. In consultation with their advisors, students should discuss their communication skills relative to the competencies the College expects and, if necessary, register for an oral communication quarter-credit course or seek appropriate support through the Oral Communication Lab to attain necessary aptitudes and abilities.

Peer Tutoring Program — The Peer Tutoring Program, located in 223 Christian A. Johnson Hall, offers one-on-one peer tutoring and academic skills assistance. Students may be referred to the program by faculty members, or may seek assistance on their own by meeting with the coordinator of peer tutoring and completing a tutor request card.

Quantitative Literacy Center — Located in 223-224 Christian A. Johnson Hall, the Quantitative Literacy Center was established to offer drop-in peer tutoring in courses that have a mathematics/quantitative component. The center is staffed by students majoring in Biology, Chemistry, Economics, Geosciences, Mathematics, Philosophy (symbolic logic), Physics and Psychology. Students may drop in to review Mathematics topics as needed, or to use the resources of the computer lab. Other programs offered by the center include the non-credit-bearing tutorial for the quantitative literacy requirement, a review for the mathematics portion of the Graduate Record Exam and workshops designed to accompany specific courses.

Concentrations
Among the requirements for graduation is the successful completion of a concentration (major) offered by several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to 10. Specific descriptions of each concentration appear in the entries under "Courses of Instruction." Every student is required to complete a senior program as defined by his or her concentration. For more information, see "Concentration" (under "Academic Regulations") and "Senior Program" below.

The specific disciplines and programs in which a student may concentrate are Africana Studies, American Studies, Anthropology (Cultural Anthropology and Archaeology), Art, Art History, Asian Studies, Biochemistry/Molecular Biology, Biology, Chemical Physics, Chemistry, Chinese, Classics (Classical Languages and Classical Studies), Communication, Comparative Literature, Computer Science, Dance and Movement Studies, Economics, English (Literature and Creative Writing), Environmental Studies, Foreign Languages, French, Geoarchaeology, Geosciences, German Studies, Government, Hispanic Studies, History, Mathematics, Music, Neuroscience, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Theatre, Women's Studies and World Politics. Specific descriptions of each concentration appear in the entries under "Courses of Instruction."

Minors
The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art, Art History, Astronomy, Biology, Chemistry, Chinese, Cinema and New Media Studies, Classics (Classical Languages and Classical Studies), Communication, Comparative Literature, Computer Science, Dance and Movement Studies, Digital Arts, Economics, Education Studies, English (Literature and Creative Writing), Environmental Studies, French, Geosciences, German Studies, Government, Hispanic Studies, History, Japanese, Latin American Studies, Mathematics, Medieval and Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Theatre and Women's Studies. Specific descriptions of each minor appear in the entries under "Courses of Instruction."

Senior Program
All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Students use the methodology and knowledge gained in their first three years of study. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, oral or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline.

Senior Fellowship Program
Each spring, the vice president for academic affairs/dean of faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of previous academic study and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum, and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Hamilton-Sponsored Study Abroad Programs
The Academic Year in Spain, the Associated Colleges in China and the Junior Year in France programs are distinguished for their thorough preparation and total immersion of students in the language, history and culture of those countries.

Academic Year in Spain — Hamilton College Academic Year in Spain has enjoyed a long and solid association with Swarthmore and Williams, has recently signed a new affiliation with Princeton, and also benefits from students and visiting faculty members from Amherst, Bates, Bryn Mawr, Brown, Bucknell, Carleton, Claremont McKenna, Colby, Grinnell, Harvard, Scripps, Stanford, Washington & Lee and Yale. The program is open to sophomores, juniors and seniors who wish to pursue studies in Spanish culture, language and literature. Hamilton's own Centro Universitario de Estudios Hispánicos is located in the heart of the Ciudad Universitaria in Madrid, so that students may enroll in one course per semester in the fine arts, humanities, sciences and social sciences at Hamilton's Spanish affiliate, the Universidad de San Pablo. To be admitted, students must demonstrate a strong academic record and a solid knowledge of Spanish. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain. Each term begins with a 10-day orientation trip, including four days of classes at a beachside village.

Associated Colleges in China — The Associated Colleges in China Program is both sponsored and administered by Hamilton College in collaboration with Bowdoin, Oberlin, Swarthmore and Williams colleges and Lawrence University. It offers students the opportunity to pursue the intensive study of Chinese in Beijing, China. The Capital University of Economics and Business in Beijing is the host institution. Open to academically successful students who have completed at least one, but preferably two, years of study in Chinese, the program has a summer, a fall and a spring session. A combination of two semesters is recommended.

Junior Year in France — The Hamilton Junior Year in France celebrated its 50th anniversary in 2007 and is one of the oldest U.S. academic programs in France. It is a year-long program designed for students in good standing at the intermediate or higher level in French, and is coordinated and supervised by a faculty member of the French Department. The HCJYF is open to majors in the humanities, fine arts, social sciences and sciences, not just French concentrators. While on the HCJYF, students choose courses according to their level that support their majors. They make their selection among in-house courses organized by the program and courses at a variety of Paris institutions of higher education such as the Université de Paris III, the Institut Catholique, the Université de Paris VI, the Ecole du Louvre and the

Institut d'Etudes Politiques. The program also includes field trips and cultural activities. Home stays and a French-only pledge ensure that students receive the best possible immersion experience. Hamilton students are joined by students from Amherst, Bates, Bowdoin, Colby, Grinnell, Scripps and Williams.

Students who intend to apply to the programs in China, France or Spain should pursue study in the relevant language and consult with a member of the departments of East Asian Languages and Literatures, French or Hispanic Studies. For further information, see "Courses of Instruction" under each department. Applications are available through the Programs Abroad Office or the Associated Colleges in China Office.

Hamilton-Affiliated Study Abroad Programs

Classical Studies in Greece and Rome — Hamilton is an institutional member of the Intercollegiate Center for Classical Studies in Rome, Italy (the Centro) through the Empire State Consortium, and of the American School for Classical Studies in Athens, Greece.

The Intercollegiate Center for Classical Studies in Rome is open to students who have been trained in Latin or Greek. The one-semester program is offered during the fall and the spring. The center provides an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome. The Duke University Foreign Academic Programs administers the center, and the faculty is chosen from among college and university teachers in the United States and Canada. The language of instruction is English.

The American School of Classical Studies in Athens operates summer programs that are open to undergraduates, graduate students, and high school and college teachers. There are two six-week summer sessions that focus on the topography and antiquities of Greece. Scholarships are available. Students interested in the programs in Greece or Rome should contact the chair of the Classics Department.

Institute of Antarctic and Southern Ocean Studies — The Geosciences Department encourages students to consider enrolling at the University of Tasmania (Australia), where Hamilton has a cooperative agreement with the Institute of Antarctic and Southern Ocean Studies. Hamilton is officially a member of the International Antarctic Institute. For additional information, contact Professor Eugene Domack in the Geosciences Department.

New York State Independent College Consortium for Study in India — Hamilton is a member of the New York State Independent College Consortium for Study in India, which offers a rich and rigorous semester-long program each fall designed to introduce students to the geographic and cultural diversity of northern India. Students spend significant time living in Delhi, Mussoorie, Jaipur and Varanasi, in addition to making shorter trips to such cities as Amritsar, Agra and Sarnath. The program offers study of elementary Hindi, historical and contemporary India and an independent field study project that students design themselves. Courses introduce students to a variety of disciplines including anthropology, art history, history, literature, political science, religion and sociology. The program is directed each year by a faculty member from one of the colleges in the consortium. Joining Hamilton are Hartwick College, Hobart and William Smith colleges and St. Lawrence University.

The Swedish Program at Stockholm University — Hamilton is a consortium member of the Swedish program that enables students to enroll at Stockholm University and take courses in English with Swedish and other international students. Course offerings are diverse. Living arrangements are with host families or in the university dormitory. Participation is either for one semester or the full academic year. For information, contact info@swedishprogram.org.

Hamilton-Sponsored Off-Campus Study in the United States

Hamilton Program in New York City — Through internships, independent projects and coursework, this program gives participants an understanding of global politics, economics and culture while living in a global city. Each semester a Hamilton faculty director designates a theme that provides a focus for integrating each student's internship and independent study into classroom learning. The program selects motivated, mature students who are willing to share their internship experiences and independent projects with each other.

The fall semester is open to juniors and seniors; the spring semester to sophomores, juniors and seniors. Criteria for rolling admission include an interview, two references, a transcript and course prerequisites chosen by the faculty director for that semester. Participants receive one to two courses of concentration credit in the director's academic department or program. Special arrangements may be made to receive one course credit in a cooperating department.

A participant is eligible for the Dean's List if she or he earns a grade point average of at least 90 in the three graded courses and completes the required internship with work evaluated by the director as "excellent."

Hamilton College Program in Washington — Hamilton offers a program in Washington, D.C. In the fall, the program is open to qualified juniors and seniors; in the spring, it is open to qualified sophomores, juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government that are integrated with coursework involving research and writing. The term is designed for students who have demonstrated the ability to work independently and who have interest in the problems of government and public affairs. The program is not restricted to those concentrating in government, and it is open to select students from other colleges.

A Hamilton student who participates in the program will be appointed to the Dean's List if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the director.

The New England Center for Children Cooperative Learning Program — Hamilton students (usually juniors) who are interested in applied psychology and the education of children with special needs may spend a semester at the New England Center for Children. NECC conducts a nationally recognized program of intensive intervention using the methods of applied behavior analysis. The facility, located near Boston, offers Hamilton students a semester's academic credit for study and practical work with children with autism. Interested students should consult with the chair of the Department of Psychology.

Hamilton Cooperative and Affiliated Programs

Hamilton has established cooperative arrangements with several institutions to expand educational opportunities for students. Several instances are described below. Students enrolled in cooperative programs receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have satisfied the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

American Council of Teachers of Russian Undergraduate Program — Hamilton has been designated as a host institution for students from the Russian Federation and other nations of the former Soviet Union. Each academic year, one or more Russian students will have the opportunity to study at Hamilton. In the past the College has hosted students from Kazan, Voronezh, St. Petersburg, Moscow, Alma-Aty, Everan and numerous other cities in the New Independent States (NIS). The program is funded by the United States Information Agency and the governments of the NIS.

Assurance of Admission: Master of Arts in Teaching — As a result of an agreement with Union Graduate College, well qualified Hamilton students can gain assurance of admission to Union Graduate College's Master of Arts in Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Susan Mason, chair of the Education Studies Program Committee, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program — Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Hamilton also

offers access to a combined plan at the Thayer School of Engineering at Dartmouth College. This program is on a 2-1-1-1 schedule. The student completes two years at Hamilton, the junior year as a visiting student at Dartmouth and returns to Hamilton to complete the senior year and to earn the A.B. The student then returns to Dartmouth to finish the second year of engineering studies and to receive a degree in engineering. Admission to these programs in the traditional divisions of chemical, civil, electrical and mechanical engineering, and now many others such as biomedical, computer and environmental engineering, is based on obtaining a G.P.A. of 3.0, or a B average, and the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor Peter Millet, in the Department of Physics.

Cooperative Law Program — The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education permits these students to earn both the Hamilton baccalaureate degree and the Columbia juris doctor degree after three years of study at each institution. Interested students should consult either Douglas Ambrose in the Department of History or Jeannine Murtaugh in the Career Center no later than the first semester of their junior year.

Direct Admission MBA Program — Under a direct admission agreement with the William E. Simon School of Business Administration at the University of Rochester, Hamilton will recommend students who are especially well prepared to proceed directly to the MBA program upon earning their undergraduate degree. Drawing on the College's recommendations, the Simon School will select candidates, preferably by the end of their Hamilton junior year, who have demonstrated above average maturity and strong academic preparation, regardless of undergraduate major. The Simon School will evaluate candidates through a priority interview with a Simon School graduate or a member of the admissions committee. The application fee will be waived. Hamilton students admitted to the Simon School by direct admission should complete business-related summer internships or work experience, or both, during their undergraduate years. The Simon School will provide counseling and support to identify pre-MBA internships and offers merit-based support. For more information about direct admission with the Simon School, see James Bradfield in the Economics Department.

Early Assurance Program in Medicine — A handful of medical schools in New York State allow highly qualified students to submit an application after their sophomore year, gaining assurance of a place in a specific medical school after they graduate from Hamilton. In recent years, Hamilton students have submitted early assurance applications to Albany Medical College, University of Buffalo School of Medicine and Upstate Medical University College of Medicine. Students who intend to apply through the early assurance program complete six of the eight semesters of required science courses by the end of the sophomore year and submit a record of strong standardized testing from high school in lieu of the MCAT. The early assurance option is intended for students who have thoroughly explored their career choices and whose undergraduate plans include foreign study or other educational opportunities that will enhance personal development but preclude the more typical premedical calendar. Although the early assurance program may reduce the pressure that premedical students sometimes experience, its primary purpose is to allow students to access the wide-ranging educational opportunities offered by Hamilton. Additional information may be obtained from Leslie North, health professions advisor.

MBL Semester in Environmental Science — Hamilton is an affiliated institution with the Semester in Environmental Science of the Marine Biological Laboratory Ecosystem Center in Woods Hole. Participants engage in a 14-week program of rigorous field and laboratory work, lectures and independent research in environmental and ecosystem science. For additional information, contact Todd Rayne in the Environmental Studies Program.

SEA Education Association — Hamilton is an affiliated institution of the SEA semester program in Woods Hole, Mass. The shore component includes courses in oceanography, nautical science and maritime studies. The sea component includes six weeks aboard ship learning skills and conducting research. A student may receive a maximum of four Hamilton units of transferred credit for participation in the SEA program. Each award is conditional on the student's earning a grade of C or higher. For further information, contact the associate dean of students for off-campus/international study.

Study at Neighboring Institutions
With appropriate approval (see "Transfer of Credit" under "Academic Regulations"), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled at Colgate University and Utica College. Usually one course is taken at a neighboring institution while the rest of the work is done at Hamilton.

Academic Regulations

Baccalaureate Requirements
To qualify for the baccalaureate degree, a student must meet the degree requirements established by the faculty for the class in which he or she has matriculated.

Course Units — The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C- or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence — A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree — The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Concentration — A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 1.7 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the department or program chair. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the *College Catalogue* published for that student's sophomore year.

Regular Concentration — Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 1.7 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration — While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the department or program chairs involved. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate department chair and the registrar. A student who declares a double concentration may not also declare a minor.

Interdisciplinary Concentration — A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate department chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for a regular concentration. The student must have a cumulative average of at least 1.7 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Regular Concentration with Option of One or Two Minors — A student with a concentration in a single department or program may declare a minor in one or two other departments or programs that offer a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate department or program chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 1.7 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program or committee under which the work is undertaken. A student may not count any course as part of both a concentration and a minor, or as part of two minors. See "Hamilton College Calendar" for deadlines to declare a minor.

Senior Program — All students must complete a Senior Program in their concentrations. For additional information, see "Senior Program."

Standards for Written Work — The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. This requirement should be completed by the end of the junior year.

Writing-intensive courses in mathematics or courses in which assignments are written in a language other than English may count for no more than one of the three required courses. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study. At least one course must be outside the student's area of concentration.

The College offers peer-tutoring in writing at the Nesbitt-Johnston Writing Center. Many courses require first-draft writing conferences, and writing conferences are also available on request. Many students take advantage of peer review of their drafts.

The English for Speakers of Other Languages (ESOL) Center is another option for students who are non-native English speakers or for those seeking to improve their English language skills.

Students who experience difficulties with the writing components of a particular course are encouraged to seek such assistance and to consult with their instructors and advisors. They may also consult the director of the Writing Center or the ESOL center about other services available. See "Academic Support Services."

Writing Program — Courses that fulfill the Writing Program requirements are published each semester in the pre-registration booklet available in the Office of the Registrar. They are also listed as writing-intensive in the course descriptions. See "Courses of Instruction."

English for Speakers of Other Languages — Hamilton's English for Speakers of Other Languages Program (ESOL) offers services to students who are not native speakers of English and those who are interested in

English language instruction. Two courses give students the opportunity to become familiar with American academic expectations and to master English language skills. Fundamentals of Composition I is offered in the fall, and Fundamentals of Composition II is offered in the spring. Both focus on individual needs and on the practice of language skills -- reading, writing, listening and speaking -- through text preparation, discussions and written assignments. Composition 101 is open to first-year students only, while Composition 102 is open to students of all classes.

Students may take advantage of the resources available through the ESOL program and may meet with the coordinator at any time to discuss course work or academic issues related to the program. Information on the TOEFL (Test of English as a Foreign Language) and other language-based tests, intensive English programs, graduate programs in ESOL/applied linguistics and ESOL job opportunities is available in the ESOL office located in Buttrick Hall. Students are welcome to use the program's library, which covers topics on language skills, ESOL methodology and English language acquisition. Students who are interested in teaching or tutoring ESOL should see the descriptions for the following courses listed under Education Studies:240 (Methods of Tutoring English for Speakers of Other Languages) and 340 (Teaching English to Speakers of Other Languages).

Standards for Oral Communication — The College requires effective use of public and academic discourse as defined and appraised by the faculty and the College community. Many courses across the curriculum, including proseminars and seminars, require class participation through discussion, performance and debate, as well as through individual or group presentations. Most departments require a public presentation of their concentrators' Senior Projects. Students may develop their speaking abilities and public presence through courses in Theatre, Communication and Oral Communication. Course descriptions found in the online catalogue include "Oral Presentation" if an instructor has designated a course as such. See the "more information" link in the online course listings or the instructor for more information on the type of oral presentations required for that course. Students who experience difficulty in meeting the College's expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisor and/or associate dean of students (academic).

Standards for Quantitative Work (for students through the Class of 2013) — Every student must demonstrate basic quantitative literacy by passing the quantitative skills examination offered during Orientation, passing a course having a significant quantitative/mathematical component or completing a non-credit-bearing tutorial through the Quantitative Literacy Center. The quantitative skills examination tests basic mathematical and quantitative knowledge, including computation, algebra, analysis of graphs and charts, and probability.

During Orientation, the QSkills Exam is offered to first-year and transfer students. Students who do not pass the exam or who do not take the exam should meet with their academic advisors during Orientation Week to plan how to fulfill the quantitative literacy requirement. Courses currently designated as containing a significant quantitative/mathematical component are Archaeology 106, Biology 101, 102 and 115, Chemistry 120, 125, 190 and 255, Computer Science 105, 110 and 123, Economics 101, 102, 230, 265, 275 and 285, Geosciences 209, Government 230, Math 100, 113, 114, 115, 123 and 253, Neuroscience 280, Philosophy 240 (Symbolic Logic), Physics 100, 105, 120, 130, 135, 160 and 190, Psychology 101 and 280, and Sociology 302. A listing for each semester can be found online in Web Advisor and in the back of the course schedule booklet. Please check with the registrar for any additions or changes to this list. Tutorial help for students taking quantitative courses is available at the Quantitative Literacy Center.

The non-credit-bearing tutorial offered each semester contains four modules: Basic Computation, Algebraic Expression, Graphs and Charts, and Proportional and Functional Reasoning. Students meet weekly with their tutors to prepare to take a final module exam. Participation in tutorials and the exam score are taken into consideration for the fulfillment of the requirement.

This requirement should be completed by the end of the second year. More information about the quantitative literacy requirement can be found under "Academics" on the Hamilton Website or by contacting the director of the Quantitative Literacy Center.

Standards for Quantitative Work *(for students in the Class of 2014 and later)* — Hamilton expects that every student will demonstrate facility in quantitative and symbolic reasoning by completing one or more courses in at least one of the following three categories:

1) Statistical Analysis. The use of statistical analysis to describe data and to make inferences.

2) Mathematical Representation. The use of mathematical models such as those based on graphs, equations and geometric objects to represent patterns, relationships and forms.

3) Logic and Symbolic Reasoning. The use of formal logic or symbolic reasoning such as in the following examples: the proper construction of a computer program or a formal proof; the analysis of language in linguistics; or the study of music theory.

Courses across the curriculum that fulfill this requirement are described as Quantitative and Symbolic Reasoning courses under Courses of Instruction. They are also listed online in Web Advisor and in the printed course schedule booklet distributed before each registration period. The College offers tutoring in the area of quantitative and symbolic reasoning through the Quantitative Literacy Center and the Peer Tutoring Program. This requirement should be fulfilled by the end of the second year at Hamilton.

Physical Education Requirement — Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness. A complete specification of the requirement is stated in the "Physical Education" section. Instruction is available in badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, skating, squash, swimming, tennis, toning, volleyball and yoga. Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the physical education requirement by the beginning of Spring Break of the sophomore year and before studying away.

Transfer students and January admits should register for a physical education course upon matriculation and consult with the department chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements

Conferral of Degrees — All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral in absentia). Only students who have completed all the requirements for the degree may participate in the graduation ceremony.

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The code covers all coursework and course examinations at Hamilton during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the chair of the Honor Court or to the associate dean of students (academic).

Independent Study

After the first semester of study, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate department chair, the student's faculty advisor and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one academic year.

Independent study may take many forms, but normally it consists of the study of material unavailable in the

formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition or visual art.

Internships
The College recognizes that off-campus internship and apprenticeship experiences can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good academic standing are eligible to engage in such internships and apprenticeships. Students may seek to earn academic credit based on an internship or apprenticeship experience in one of two ways. First, students may apply to the Committee on Academic Standing, prior to beginning an internship or apprenticeship, for approval to earn 1/4 credit (using the credit/no credit option only). The committee's determination to award credit/no credit is based on a letter of evaluation submitted by the project supervisor and, at the discretion of the committee, an interview with the student conducted by the associate dean of students (academic). The Office of the Dean of Students will place the project supervisor's letter of evaluation in the student's permanent file. Students may not apply credits earned for internships in this manner toward the requirements for their degree, including the regulation requiring the completion of a minimum of 32 credits. Second, under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing approved off-campus internships and apprenticeships may use their off-campus experience as the basis for a 1/2-credit or one-credit independent study conducted during a regular semester once the student returns to the College. Such an independent study will be governed by the same policies that apply to all independent studies.

Independent Coverage of Coursework
Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate department chair, the faculty advisor and the Committee on Academic Standing.

Course Election
Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain permission from the instructor.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee" under "Tuition and Fees").

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see "Admission").

Course Changes for Fall and Spring Semesters
A student may change (add or drop) courses during the first five calendar days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the five-day period.

Classes may not be added after the first week without permission of the Committee on Academic Standing. After the first five calendar days of either semester, a student who is taking four or more courses may drop a course up to one week after midterm, after consulting with the advisor and the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Overelection Fee" under "Tuition and Fees").

After the drop deadline, a student may drop a course without the penalty of failure only with approval from the Committee on Academic Standing. Only extraordinary circumstances warrant the committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the semester with one of 13 grades. Each of these grades is used to determine a student's average and class standing, according to the table below. The lowest passing mark is D-.

The letter grades with their numerical equivalents are shown below:

Excellent	A+	(4.3)	A	(4.0)	A-	(3.7)
Good	B+	(3.3)	B	(3.0)	B-	(2.7)
Satisfactory	C+	(2.3)	C	(2.0)	C-	(1.7)
Poor	D+	(1.3)	D	(1.0)	D-	(0.7)
Failure	F	(0)				

The foregoing numerical equivalents of the letter grades are established to enable the registrar to construct students' grade point averages and class ranks, which are necessarily numerical. An instructor assigns a letter grade to indicate his or her qualitative (not numerical) assessment of a student's work.

Thus, for example, an instructor would assign "C+," "C" or "C-" to indicate assessments of "satisfactory," and the instructor may use any information he or she considers appropriate, including, but not limited to, numerical information to decide whether a student's work is "satisfactory." The registrar's conversion of the instructor's letter grade into an element of a student's grade point average is a separate matter.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, or F (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course — Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included both on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the committee concurs, a grade of F will be entered on the student's permanent transcript.

Grades of Incomplete and Grade Changes — Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student's control, such as a medical or family emergency. Approval permits the student to complete the required work for the course by a deadline set by the instructor and the chairperson of the Committee on Academic Standing. Normally this deadline will be no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the chair of the Committee on Academic Standing.

Credit/No Credit Option — To encourage greater breadth in course election, the faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1. No first-year student is permitted to use the credit/no credit option in the first semester.
2. Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
3. The student must inform the registrar of his or her intention to use the credit/no credit option no later than the fourth Friday of the fall semester and the third Friday of the spring semester.
4. No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
5. To qualify for a credit (Cr), a student must earn a C- or better. The grade will not enter into the computation of the overall average.
6. If a student earns a grade of D+, D or D-, the transcript will show the designation NC. The grade will not enter into the computation of theoverall average.
7. If a student earns a failing grade, the transcript will show an F, and the grade will enter into the computation of the overall average.

In certain courses, students may be evaluated "satisfactory" or "unsatisfactory."

The online description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course. The recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Under this option, full-credit courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor, and they may not be elected by students in their first semester. The combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that a student may elect is four.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for each semester and cumulatively for all work taken at Hamilton. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic Year in Spain Program, the Associated Colleges in China Program, the Hamilton Program in New York City, the Hamilton Term in Washington, the New York State Independent College Consortium for Study in India and The New England Center for Children Cooperative Learning Program are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent at any time during the first week of classes.

When an instructor believes that lack of attendance is affecting a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The committee may drop from the course a student who fails to heed such a notice. If the committee drops the student, a grade of F will be recorded.

Excuse of Illness — Students who are indisposed by illness that might inhibit their academic work should contact their instructors before assignments are due. The instructors will determine whatever alternative

arrangements, if any, will be available to the student. Except for confinement to bed upon the order of the College physician or nurse, the Health Center will not excuse a student from academic obligations.

Reading Period and Examinations — The reading period shall comprise three days, with the final examination period beginning on the night of the third day and extending for four additional days. The final examination period has three scheduled examination sessions per full day. If a student is scheduled to take more than one examination in a single session, or if a student is scheduled to take three examinations in a single day, the student should ask an instructor to reschedule one final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult the Office of the Dean of Students. A student shall not be required to take three examinations in a single day. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Standing

The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College or who withdraws is required to leave campus within 48 hours, unless permission to remain longer is granted by the dean of students.

Academic Warnings — Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the associate dean of students (academic).

Class Status — The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation — The Committee on Academic Standing will place on academic probation for the succeeding semester a student whose substandard achievement is reflected in the semester's final grades in any of the following ways:

1. failure in a full-credit course in each of two consecutive semesters;
2. receiving grades below C- in courses totaling two or more units;
3. failure to maintain a cumulative average of 1.7 or higher in those grades earned since accumulating 16 credits (including AP, transfer and HEOP credits);
4. failure in any course (whether for full or partial credit) by a student on probation.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

The Committee on Academic Standing will normally recommend that a student's degree be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation.

Suspension from the College for Academic Deficiency — The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1. failed two or more full-credit courses during a semester; or
2. accumulated failures in a total of five courses; or
3. incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the committee's decision, the reasons for the suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency — The Committee on Academic Standing will normally expel from the College any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to academic probation or to another suspension.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton.

Permanent Record — A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions) or the Honor Court (academic dishonesty) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "suspended (or expelled) from the College on (date)_____for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.*

Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with the appropriate department chairs and the associate dean of students for study abroad early in the sophomore year is advised.

The conditions for transferred credit are as follows:

1. Students planning to study away from Hamilton must register their intentions with the Dean of Students Office by the published deadlines. They must complete the transferred credit petition and receive the approval of their advisor and/or the appropriate department chairs before they begin the course of study away. Students who change their programs after leaving campus should discuss substitutions with the associate dean of students for off-campus/international study by e-mail or telephone.
2. Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have earned 14 or more Hamilton units (including units earned by all forms of transferred credit) may present for transferred credit only courses taken at a four-year institution.
3. Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
4. Correspondence courses are not acceptable for transferred credit. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
5. Grades must be the equivalent of C or higher.

6. Students who carry out independent studies at another college or university in the United States must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
7. Transferred credits may account for no more than one-half of the total graduation credits. No more than two course credits will be granted for study during a summer.
8. Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
9. The quantity of transferred credit that a student may earn toward a Hamilton degree for work done at another school is determined by a proportionality between the 32 Hamilton units required for a Hamilton degree and the number of units required at the other school to earn a degree. For example, if a school requires 120 semester-hours for a degree, a course worth three semester-hours at that school is .025 of the total work required for a degree at that school. By proportionality, that three semester-hour course would generate .8 of a Hamilton unit, because (.025)(32) = .8. The registrar will use this rule to evaluate the totality of a student's transferred credit for a given semester or summer.
10. The Committee on Academic Standing grants final approval of all transferred credit petitions. Any requests for exceptions to the above conditions must be submitted to the committee.

Transferred credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript. The grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Once transferred credit has been entered on a student's transcript, that credit may not be removed from the transcript without approval of the Committee on Academic Standing.

Foreign students who enter Hamilton as first-year students and desire transferred credit for work done at a foreign college or university should consult the associate dean of students (academic) during their first year.

Study in a Foreign Country

1. Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transferred credit. (These provisions do not apply to the Hamilton programs in China, France, Spain or the Hamilton-affiliated program in India. See the appropriate departments for the relevant information.)
2. All students planning to study away must discuss their plans with the associate dean of students for off-campus/international study (located in the Dean of Students Office) by the published deadlines. Only students in good academic and social standing at the College may receive an approved leave of absence for foreign study.
3. As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

To earn credit toward a Hamilton degree for study abroad, a student must:

1. earn a grade point average of 2.7 or higher during the two consecutive semesters at Hamilton immediately preceding the student's last semester at Hamilton before leaving for the study abroad.
2. receive no final grades of F in the semester immediately preceding the proposed period of study abroad.

Students applying to the Hamilton programs in China, France or Spain, or the Hamilton-affiliated program in India may, with the support of the appropriate program director and the concentration advisor, apply to the Committee on Academic Standing for a waiver of the 82 average rule.

To earn credit toward a Hamilton degree by work transferred from study abroad in a country whose language is not English, a student must meet the following requirements:

1. prior to studying abroad, pass a course (or otherwise demonstrate proficiency) in the language of that country at:
   a.) the fourth-semester level for French, German, Russian and Spanish;
   b.) the second-semester level for Italian, Chinese and Japanese;
   c.) the second-semester level, if the Critical Language Program at Hamilton offers instruction in that language regularly.
2. while studying abroad, undertake for credit work that is either conducted in the language of that country or that increases the student's proficiency in that language. The student must earn a grade of C or higher, and the work must be worth at least one-fifth of the total work presented for transferred credit from that study abroad.

The Committee on Academic Standing may, upon the recommendation of an academic department at Hamilton, modify these requirements for specific students or programs of study abroad.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request from the associate dean of students (academic) an academic or personal leave of absence. A student may request from the dean of students a medical or psychological leave. Students should consult with their academic advisor and the appropriate dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister or who leave Hamilton without formally being granted a leave of absence will be withdrawn and must reapply to the dean of students. A request for a change in a student's leave, or cancellation, must be made to the appropriate dean. Should the dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by the published deadlines. Students with an approved leave do not pay the registration fee, preregister or participate in the housing or meal plan lotteries. The

registration fee is refundable until May 1; after that date it is forfeited.

Students may occasionally need to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the dean of students, who may allow financial and other regulations to be waived. When a leave is granted, the dean of students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence — Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request in writing an academic leave from the associate dean of students (academic).

Personal Leave of Absence — Students may request in writing a leave for personal or financial reasons from the associate dean of students (academic).

Medical or Psychological Leave of Absence — Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request from the dean of students a medical or psychological leave of absence. For such a leave to be considered, the student must authorize the director of Student Health Services and/or the director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the dean of students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the dean of students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, the dean of students may decide to place such students on an involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluative procedures will be subject to involuntary leave until evaluations are completed. Students who face involuntary leave have the right to request a member of the faculty or administration to act as an advisor or advocate.

Students who take a leave during a semester will normally be on leave for the remainder of that semester plus the subsequent semester. Students who have been on medical or psychological leave of absence must apply to the dean of students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the director of Student Health Services and/or the director of Counseling and Psychological Services informs the dean of students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal and Readmission

Academic Suspension — A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College. A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension — Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the dean of students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal — Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to formally withdraw from the College by meeting with the associate dean of students (academic) and following the proper exit procedures.

Readmission — Former students or students who have completed withdrawal procedures may apply to the dean of admission for readmission to the College. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton
Registration Fee — A registration fee of $500, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by April 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration — Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must have paid the registration fee. Students who have not preregistered may be withdrawn from the College.

Housing Lottery — In order to continue in college housing, returning students select their rooms for the next academic year through the housing lottery at the end of the spring semester. In order to be eligible, students must have paid the registration fee, have their accounts clear and have preregistered for classes for the fall semester. The housing lottery information booklet, published in the middle of the spring semester, contains additional requirements pertaining to the process and student eligibility.

Students wishing to live off campus must participate in a separate process which is normally offered only to rising seniors. Any permission to live off campus is granted on a yearly basis only. Students are advised to not sign a lease until they have been granted permission to move off campus by the College during the spring.

Meal Plan Placement — Each student must participate in a meal plan while classes are in session. All first-year and sophomore students must participate in the 21-meal plan. Most junior and senior students will participate in the 7-, 14- or 21-meal plan, depending on where they live. Certain housing locations permit students to take fewer meals in the dining halls. However, all students (including off-campus residents), at a minimum, must participate in the seven-meal plan. Students with medical restrictions need to consult with the director of residential life. (For more on meal plan placement.)

Student Records
College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act.

Advanced Placement Policies

In order to receive A.P. credit, a student must take a departmentally approved Hamilton course and pass with the minimum grade stipulated by the department. Students must take one of the courses listed below as their first course in the department, unless otherwise designated. A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement Test.

Art
General, Drawing and Art 2D Design: Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Art 104 or 160 with a minimum grade of B in the course.

Art History
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of any 200-level art history course with a minimum grade of B in the course.

Biology

Students having obtained a score of 4 or 5 on the Biology AP exam will receive 1 credit after completion of Biology 101, 102, or 115 with a minimum grade of B– or better. The credit is for exemption from one semester of introductory college-level biology and to allow students to proceed in our curriculum (AP credit may not be applied to the concentration requirements). Students will not receive a college AP credit if they choose to take both Biology 101 and 102.

Chinese
Students having passed the beginners placement exam in Chinese will be placed in Chinese 130. Students having passed the advanced Chinese placement exam will be placed in Chinese 200. There is also an oral exam to make sure the students can be placed at higher levels.

Chemistry
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Chemistry 120, 125 or 190 as their first course in chemistry with a minimum grade of C-.

Comparative Literature
Students having obtained a 5 on the English Literature and Composition AP exam will receive 1 semester credit (not toward the concentration) for completing any comparative literature course with a B- or better, with the following limitation: Students who receive an AP credit in English may not also receive an AP credit in comparative literature.

Computer Science
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Computer Science 111 with a minimum grade of C in the course.

Economics and Public Policy
Issues in Macro: Students having obtained a 5 on the AP exam will receive 1 credit upon completion of Economics 285 with a minimum grade of B- in the course.

Issues in Micro: Students having obtained a 5 on the AP exam will receive 1 credit upon completion of Economics 275 with a minimum grade of B- in the course.

English Literature and Language
Students having obtained scores of 4 or 5 on either or both of the AP examinations in English may place directly into one of several 200-level courses. This fall, the 200-level courses include 204, 222, 255 and 267. Spring courses include 204, 222, 255 and 267.

AP 5 students who place directly into a 200-level course and who earn a final grade of B- or higher will receive 1 additional course credit. AP 4 students are eligible for placement at the 200-level, but not for an additional credit. AP 5 students who chose to take a 100-level English course will not receive the additional credit, even if they choose to take a 200-level course afterward.

Students with AP scores of 4 or 5 who do not take a 100-level English class must take 204 before they enroll in 215.

Students can only receive a total of one unit of credit for both AP English Literature and Language.

Environmental Studies
Environmental Studies does not give credit for AP courses.

French Literature and Language
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of a 200-level French course with a minimum grade of B- in the course. Students can only receive one credit for both AP French Literature and Language.

German

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of a 200-level German course with a minimum grade of C- in the course.

Government and World Politics
United States: Students with scores of 4 or 5 on the AP exam may enter any 200-level American Politics course without taking the prerequisite. Upon completion of the 200-level course with a grade of B or better, the student will receive 1 credit for Government 116.

Comparative: Students with scores of 4 or 5 on the AP exam may enter any 200-level comparative politics course without taking the prerequisite. Upon completion of the 200-level course with a grade of B or better, the student will receive 1 credit for Government 112.

History
Students who receive a 4 or 5 on a European, American and/or World History AP examination will receive 1 credit toward general graduation requirements upon completion of a 100-level history course with a minimum grade of C-. However, 200- and 300-level history courses do not meet this requirement. AP credits do not count toward the history concentration or minor. Students can only receive a total of one unit of credit for AP European, American and World History.

Human Geography
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of Anthropology 113 or 114 with a minimum grade of B- in the course.

Italian
Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of CLNG 130 with a minimum grade of B- in the course.

Latin — Literature and Vergil
Students having obtained a 4 or 5 in AP Latin Literature or Vergil will receive 1 credit upon completion of Latin 390 with a minimum grade of B- in the course. Students having obtained a 3 will receive 1 credit upon completion of Latin 210 with a minimum grade of B- in the course.

Mathematics
Students are placed by the department on the basis of AP scores and a departmental placement exam. Students who complete Math 114, 115 or 215 with a grade of C- or better without having taken Math 113 will receive credit for Math 113. The Math Department does not award credit for AP Statistics.

Music Theory
Students who receive a 5 on the AP exam in Music Theory are placed in Music 209 and will receive 1 advanced placement credit upon completion of Music 209 with a minimum grade of B in the course.

Physics
Physics B (non-calculus): Students having obtained a 4 in AP Physics B will receive no credit or placement. Students having obtained a 5 in AP Physics B will receive 1 credit upon successful completion of a physics course and should consult with the department about placement. Such students will normally take Physics 190 or 200. A minimum grade of B- required is required for AP credit.

Physics C (calculus based): Students having obtained a 5 in both Mechanics and E&M will receive 2 credits upon successful completion of Physics 290. Students having obtained a 4 in Mechanics and either a 4 or 5 E&M will receive 1 credit upon successful completion of Physics 190 or 200. Minimum grade of B- required. Students having obtained a 5 in Mechanics and a 4 in E&M will receive 1 credit upon successful completion of Physics 290. Minimum grade of B- required.
In all cases, a minimum grade of B- is required for AP credit.

Psychology

Students having obtained a 4 or 5 in AP Psychology may elect any 200-level course that has introductory psychology as a prerequisite.

Spanish Literature and Language
Students having obtained a 4 or 5 in AP Spanish Literature or Language exam will receive 1 credit upon completion of a 200-level hispanic studies course with a minimum grade of a B- in the course. Placement is based on placement exam. Students may choose to begin with 140 with the consent of the department chair and still receive AP credit upon completion of a 200-level course. Students can only receive one credit for both AP Spanish Literature and Language.

Honors

The College recognizes academic achievement with a variety of honors. Read about specific awards, fellowships, scholarships and prizes.

Commencement Honors
Those students who complete the entire College course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree summa cum laude; those in the next 10 percent, magna cum laude; and those in the next 10 percent, cum laude.

The two students who attain the first and second highest standings for the College course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton.

Departmental Honors
Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries online. Matters of character constitute legitimate considerations for a department to deny an award of honors in the concentration.

Dean's List
The College also recognizes academic achievement at the conclusion of each semester. At those times, the dean of faculty makes public the names of students who have carried throughout the semester a course load of four or more graded credits with an average of 3.5 or above. (A special criterion for the Dean's List applies to the Term in Washington and Hamilton in New York City programs; see "Academic Programs and Services.")

Phi Beta Kappa
Founded at The College of William and Mary in 1776 to foster love of learning, Phi Beta Kappa is the oldest academic honorary society in America. The Hamilton chapter, known as the Epsilon Chapter of New York, was established in 1870. Students are elected during their senior year on the basis of academic distinction in the liberal arts and sciences. In examining the academic records of candidates, the chapter considers the breadth of their engagement with the liberal arts and their fulfillment of the academic purposes and goals of the College. Breadth in the liberal arts normally involves one course in at least five of the six following categories — arts, math/computer science, sciences, social sciences, languages and humanities. In at least three of those categories, the student will have taken a course at the 200-level or above. The Hamilton chapter normally selects about 10 percent of the senior class for membership.

Sigma Xi
Sigma Xi, the scientific research society, is one of the oldest and largest scientific organizations in the world and is the international honor society of science and engineering. The Hamilton College chapter was

installed in 1965. The mission of Sigma Xi is "to enhance the health of the research enterprise, foster integrity in science and engineering, and promote the public's understanding of science for the purpose of improving the human condition." Students who show marked aptitude for research and who are continuing in research at the graduate level can be elected to associate membership. Membership is by nomination and election by full and active members, and is based on a student's performance in a research project, presentation and publication of results of research.

Lambda Pi Eta
The Hamilton College chapter of Lambda Pi Eta, known as Epsilon Kappa, was established in 1996. Membership in Lambda Pi Eta is based on academic excellence in and commitment to communications. The purpose of the society is to recognize, foster and encourage outstanding scholastic achievement in communications.

Omicron Delta Epsilon
The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty members in economics, and emphasizes the professional aspects of economics as a career in the academic world, business, government and international organizations.

Phi Alpha Theta
Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication and the exchange of learning and thought among historians.

Phi Sigma Iota
Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha
Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty members.

Psi Chi
The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes and Prize Scholarships
In addition to the honors listed in this section, the College awards fellowships, prizes and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them. See "Scholarships, Fellowships and Prizes."

Postgraduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning, and many faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 22 percent of new graduates have entered graduate or professional schools directly after college. Some 50 percent enter graduate programs within five years after receiving their degrees. Since most Hamilton students undertake postgraduate study, proper preparation for such work is an important aim of the curriculum. About 72 percent of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center
The Career Center offers workshops, individual appointments and other services to assist students in exploring career options, preparing for job searches and planning for graduate and professional schools. Students are strongly urged to visit the center in their first or second year at Hamilton. Information on career development and career field choices, and data on all recruiting opportunities, is available online at the Career Center website. The office maintains reference books concerning graduate study in the United States and abroad, as well as information on career-related experiences including internships, volunteer programs and summer employment. Also, the center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a mentoring program with the participation of alumni, who are an integral part of the career advising process. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences
Students contemplating graduate study should consult as early as possible with the chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society, as well as the courses most helpful toward graduate work in chemistry. A student considering geosciences should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish or a non-Western language will be helpful.

A student contemplating graduate work should consult the Websites and catalogues of major universities for their requirements. This background will permit useful planning in consultation with the appropriate department chair.

Health Professions
Most accredited medical and dental schools require two semesters of English (or comparative literature), two semesters of biology, four semesters of chemistry (including two of organic) and two semesters of physics. Additional requisites vary, but often include "competence in mathematics" and biochemistry. The

requirements for schools of veterinary medicine are generally more rigid and vary from school to school. Some veterinary schools require a class in genetics; a few require microbiology. Requirements for the allied health professions, including physical therapy, nursing and physician assistant programs, often include anatomy, physiology and psychology. Students interested in any career in the health professions should consult with the health professions advisor as early as possible to plan a course of study to meet the requirements of the schools of their choice. (See "Early Assurance Program in Medicine" under "Academic Programs and Services.")

Law
Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the associate director of the Career Center.

Education
Hamilton is proud of the number and quality of its graduates who have pursued careers in the field of education. Students interested in teaching, school administration, student services and other careers in education should consult with the staff of the Career Center, the Office of the Dean of Students, the director of the Education Studies Program and/or their advisor.

Business and Government Service
For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is well-developed skills in reading, speaking and writing; a wide choice of courses, including economics and/or mathematics; and a concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through calculus. In addition, many employers look for well-rounded students who also have demonstrated leadership, community service and involvement in extracurricular activities during their time at Hamilton.

Engineering
Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see "Cooperative Engineering Programs" under "Academic Programs and Services") leads to the B.S. or M.S. degree in engineering in a 3-2, 4-2 or 2-1-1-1 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.

Enrollment

Admission

As a liberal arts institution, Hamilton encourages applications from students of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion -- be it scholastic or extracurricular.

The Admission Committee reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive.

Requirements for Admission
Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program, including such preparatory subjects as English, mathematics, foreign language, science and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, three years of science and three years of one foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

The deadline for submitting applications through regular decision is January 1. An application consists of the following: the application form itself (Hamilton's online application is the Common Application), Hamilton's one-page Application Supplement, a secondary school report, a mid-year school report and a teacher reference form. In addition, applicants must write an essay and submit a graded sample of expository prose. Applicants are offered a variety of ways to meet Hamilton's standardized test requirement. They include: the SAT Reasoning Test; or the American College Testing assessment test (ACT); or three exams of the student's choosing, to include a writing or verbal test, a quantitative test (chemistry, math or physics) and a third test of the student's choice: acceptable exams include SAT II subject tests, AP Exams and the TOEFL for international students. See the Admission website for more specifics.

Because the Admission Committee wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled from spring of the junior year through February 1 of the senior year. The candidate should contact the Admission Office at 800-843-2655 to schedule an appointment. Because interview slots are limited and are often booked weeks in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9 a.m.-3 p.m. The office is also open on most Saturday mornings from July through November. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested as early as possible during the senior year. Alumni interviews cannot be scheduled after December 15. The phone number is 800-791-9283.

A campus visit should involve more than just an interview. Applicants are encouraged to take a tour of the campus, attend an information session, visit classes, talk with faculty members and students, and eat in one of the dining halls. The Admission Office will be glad to assist with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process. Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision
The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. The program enables students to clearly indicate that Hamilton is their first choice, and allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:
Plan I: November 15--Deadline for application
December 15--Notification of decision

Plan II: January 1--Deadline for application
February 15--Notification of decision
Students applying under any of the Early Decision plans will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor and a parent must also acknowledge the commitment by signing this statement.

Advanced Placement Credit
Entering students who score satisfactorily on the Advanced Placement Tests or who have earned the International Baccalaureate diploma may be awarded (with the approval of the appropriate department and the Committee on Academic Standing) advanced placement and/or credit. In addition, credit may be granted for coursework taken on other college campuses with regular college faculty.

With the approvals of the appropriate academic departments and the Committee on Academic Standing, students who have earned the International Baccalaureate diploma may be awarded credit based on that diploma.

With the same approvals, a student who scores satisfactorily on an Advanced Placement Test may be awarded advanced placement in that department's curriculum. The department, may, but need not, award the student credit for a lower-level course upon that student's completing, with a grade satisfactory to the department, the course in which he or she was placed.

A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement Test.

Hamilton Opportunity Programs
Hamilton offers three programs designed to improve access to higher education for students who, may have experienced academic and/or financial obstacles, but who clearly have demonstrated an ability to perform in a competitive academic environment.

Hamilton participates in the New York State-sponsored Arthur O. Eve Higher Education Opportunity Program (HEOP) and its own Hamilton College Scholars Program. Both provide a wide range of support services, including a mandatory, credit-bearing summer session. Academic support, counseling and tutoring are also provided. In addition, Hamilton supports Opportunity Pathways, an academic and career support program for low-income parents in Herkimer, Madison and Oneida counties. Opportunity Pathways provides comprehensive needs and skills assessment, academic and career counseling, academic support, and assistance with books and travel cost.

For further information, contact Phyllis Breland, director of Opportunity Programs, at 315-859-4398.

International Students
Applications from superior students from other countries are encouraged. International students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials

mentioned above if their language of instruction has not been English. Financial aid is available to international students demonstrating need.

Home-Schooled Students
Students who have met their local and/or state regulations for schooling at home may apply for admission to Hamilton. We strongly recommend these home-schooled students have an on-campus interview to discuss their academic preparation for college-level work.

Transfer from Other Colleges
The College is interested in well-qualified, highly motivated students who wish to transfer to Hamilton from other institutions. Because of the College's graduation and residency requirements, no student can transfer more than two years' academic credit from another institution. (See also "Evaluation of Credit for Transfer Students" under "Academic Regulations.")

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean or academic advisor at the institution most recently attended. The deadline for fall transfer applications is April 15; admission decisions are mailed by early June. The deadline for spring transfer applications is November 15; admission decisions are mailed by January 1. Financial aid for transfer students is available but limited.

Bridge Program
In order to be of service to the community, Hamilton will admit highly qualified high school students (usually seniors) to take courses to supplement their academic programs. To be considered for admission, a student must have exhausted his/her high school curriculum in a given area or have a compelling reason for beginning a new course of study in a subject not offered by his/her high school. The Bridge Program supplements high school offerings; it does not replace or substitute for them.

A student may take no more than one course per semester through the Bridge Program and no more than two in total. Bridge students will be allowed to register for a second class only after completing a first course with a grade of B or better, and their grades from Hamilton courses will be reported on their high school transcripts.

All interested students must apply through the Admission Office and, if accepted, must get permission from the department chair to take the course. A score of 5 on the AP Calculus exam is required for admission to the program to take Calculus 2 or any more advanced math course.

Application deadlines for the program are June 15 for the Fall semester and November 1 for the Spring semester.

Hamilton Horizons Program
Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program.

The Hamilton Horizons Program provides older students with the same educational opportunities offered to regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

To earn a degree at Hamilton, students in the Hamilton Horizons Program must satisfy all the requirements stated in the College Catalogue, except the requirement in physical education, the requirements governing minimum and maximum course loads, the requirements governing residence on campus and the requirement that the degree be completed within seven years following matriculation.

Applicants are initially accepted as part-time students in the program, which in itself offers no degree. After two semesters, each student has the option of applying to the College as a candidate for the baccalaureate

degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation. The deadline for fall Horizons applications is May 1; the deadline for spring Horizons applications is November 1.

Tuition and Fees

A college education of the kind offered at Hamilton is necessarily expensive — so expensive that tuition represents only 65 percent of the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends and foundations. Even though the individual expense is thus substantially reduced, approximately half of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities and loans established to defray further the high cost of education. For detailed information, refer to the Financial Aid section.

Charges for a year at Hamilton, including tuition and fees, room and board, total $51,760. Beyond this, a student will need an additional $1,300 to cover the cost of books and supplies, plus approximately $500 for other expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee — A non-refundable fee of $50 must accompany each application for admission. This fee is waived if the application is submitted electronically.

Registration Deposit — A non-refundable deposit of $500 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Registration Fee — A registration fee of $500, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be billed to the student's account in March and is due on April 1. Students may not preregister or participate in the housing lottery until the deposit is paid. It is nonrefundable after May 1.

Guarantee Deposit — An initial guarantee deposit of $100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Transcript Fee — New students to the College are required to pay a non-refundable one-time transcript fee of $25 as part of their first-term bill. This will entitle the student to an unlimited number of transcripts in the future.

Tuition and Other Charges for 2010-11

Tuition and Fees	per year	$41,280
Room (in College residence halls)	per year	5,730
Board (in College dining halls)	per year	4,750

plus a $410 student activities fee

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is by course load, at a rate of $5,110 per course.

Overelection Fee — Four years' tuition entitles the student to 37 courses — several more than are required for graduation — taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 125, 126, 141, 142, 225, 226, 241, 242 and 326) pay an overelection fee of $5,110 per additional course.

Room and Board — Hamilton asks that all students live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair and dresser for each occupant.

All students, however, will participate in the seven-meal plan as a minimum. All first- and second-year students will participate in the 21-meal plan. Juniors and seniors can choose to participate in either the seven-, 14- or 21-meal plan; and certain housing accommodations will provide for participation in the seven-meal plan only. Those permitted to provide their own board will be assessed a service charge of $275 per year for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Student Activities Fee — At the request of the Student Assembly, a student activities fee of $205 per student per semester is charged to support student-sponsored programming.

Medical Services — Professional care and treatments provided by the College Health Center are free. A fee may be incurred for medications and diagnostic tests.

Group Accident Insurance — Accident insurance is extended without separate charge to all regularly enrolled students for the academic year. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This coverage provides a basic accident medical expense benefit with an aggregate maximum of $1,000 per injury.

Coverage under the plan is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

Accident insurance is also provided for intercollegiate sports. This is excess coverage only. It applies after any other collectible insurance covering the student. Club and intramural sports are not covered under this plan and fall under the group accident insurance plan.

Health Insurance — Hamilton requires that all students have some form of health insurance coverage. For students who are not covered under a parent's policy, or students who would like additional coverage, Hamilton offers a limited benefits health insurance plan. Coverage under this policy is voluntary. However, if proof of other comparable health insurance coverage has not been provided to the Health Center, students will be automatically enrolled in and billed for this plan. An outline of the plan and premium information may be obtained from the Health Center at 315-859-4112.

Other than the provisions of the Medical Service and Group Accident and Health Insurance programs described above, the College assumes no responsibility for medical or health services to its students.

Music Fees — Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: 11 weekly half-hour lessons for $275, or 11 weekly hour lessons for $550. A student receiving a College scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Off-Campus Programs Fee — Students may study for a semester or more through approved non-Hamilton programs at other colleges and universities. A fee of $1,500 is charged for one semester, or $2,000 for a full academic year. This fee is in addition to the tuition charged by the off-campus program.

Charges for Damage
The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills — One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August and January, respectively. A late payment fee of $100 is assessed if payment is not received by the start of classes. An additional late fee of $200 will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 120 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. In addition, any student whose bill is unpaid may be denied access to residence and/or dining halls. No student whose College bills are unpaid may receive a degree or honorable dismissal, have grades recorded or obtain a transcript.

All students are held personally responsible for any unpaid balance on the tuition account, regardless of any allowances, awards or financial aid. It is also the student's obligation to pay attorneys' fees or other charges necessary to facilitate the collection of amounts not paid.

All refunds to a student withdrawing from the College are based on the date on which the student, parent or guardian notified the dean of students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition, board and fees are refunded as follows:

1)	Withdrawal or dismissal during the first week	80%
2)	Withdrawal or dismissal during the second week	70%
3)	Withdrawal or dismissal during the third week	60%
4)	Withdrawal or dismissal during the fourth week	50%
5)	Withdrawal or dismissal during the fifth week	40%
6)	Withdrawal or dismissal during the sixth week	30%
7)	Withdrawal or dismissal during the seventh week	20%
8)	Withdrawal or dismissal during the eighth week	10%
9)	After eight weeks:	no refund

Room charges will not be refunded if a student withdraws after the start of classes.

Students who think that any fee or refund has been incorrectly computed may appeal to the controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes scholarships, part-time employment and long-term loans. Such financial assistance adds breadth to the student body and attracts individuals of diverse interests and backgrounds.

U.S. citizens and permanent residents need to submit the Free Application for Federal Student Aid (FAFSA), the Hamilton College Financial Aid Application and U.S. income tax forms. First-time applicants must also complete the College Scholarship Service (CSS) PROFILE form. Additional requirements may include New York State tax forms, non-custodial profile and/or a business/farm supplement. International students must submit the International Student Financial Aid Application and the Certification of Finances.

Applicants seeking Early Decision should file a PROFILE before November 15. The Free Application for Federal Student Aid (FAFSA), which cannot be submitted until after January 1, should be filed no later than February 8. Late filers will be at a disadvantage in consideration for institutional funds. All relevant forms can be accessed from the Admission and Financial Aid website.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid is normally awarded for an academic year and credited to College bills, but may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must again file application materials with the Office of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, number of family members in college and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid
A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton College scholarships, loans or jobs; New York State and federal scholarships, grants and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton College scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants and by the College's operating budget.

General Scholarships — Applicants for financial aid may be eligible for need-based scholarships. Grants of this sort are supported by the income from more than 300 endowed scholarship funds, from annual grants and by the general funds of the College. Awards, depending upon need, range from several hundred dollars to full cost of attendance.

Special Scholarships — To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see "Appendix.") Generally, these scholarships are not additive, but replace a general scholarship.

Prize Scholarships — Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled (e.g., excellence in coursework or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for need-based financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans —
The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5 percent per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2 percent below the Federal Stafford Loan Program rate. No interest is incurred during in-school periods, and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3 percent within three years after graduation. The interest accrues from the time the student leaves the College.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to $250 in interest-free short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5 percent is charged on the loans, which are repayable within 10 years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment — The Federal Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid plan. Other employment possibilities exist on campus and in the local community.

Federal and State Scholarships and Grants — A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the "Appendix."

Student Enrollment

Enrollment of Students by Classes, Fall 2009*

	Men	Women	Total
Class of 2010	238	266	504

Class of 2011	222	228	450
Class of 2012	219	274	493
Class of 2013	226	242	468
Visiting & Part-Time Special Students	14	19	33
Total	919	1029	1948

** Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 134 students (mostly juniors) off campus last fall on approved academic leaves of absence, 57 were studying in non-Hamilton programs.*

Geographic Distribution of Students by State and Country, 2009-10

State	Students	State	Students
New York	571	North Carolina	7
Massachusetts	237	Tennessee	7
Connecticut	155	Wisconsin	7
New Jersey	147	Delaware	6
Pennsylvania	100	Missouri	5
California	63	Hawaii	4
Maryland	59	Idaho	4
New Hampshire	35	Kansas	3
Maine	33	Oklahoma	3
Minnesota	31	Alabama	2
Vermont	24	Montana	2
Washington	24	Nevada	2
Colorado	21	Utah	2
Rhode Island	21	Arkansas	1
Illinois	20	Iowa	1
Ohio	19	Indiana	1
Florida	16	Mississippi	1
Virginia	16	North Dakota	1
Georgia	15	Nebraska	1

Texas	14	New Mexico	1
District of Columbia	11	West Virginia	1
Oregon	11	Wyoming	1
Arizona	10	Area Europe	1
South Carolina	10		
Michigan	9		

Country	**Students**	**Country**	**Students**
China	**17**	Vietnam	2
Canada	8	Angola	1
Kenya	4	Bolivia	1
Turkey	4	Botswana	1
United Kingdom	4	Brazil	1
El Salvador	3	Czech Republic	1
France	3	Dominican Republic	1
Japan	3	Ecuador	1
Nepal	3	Germany	1
Romania	3	Ghana	1
South Korea	3	Haiti	1
Zimbabwe	3	Hong Kong	1
Bangladesh	2	Italy	1
Bosnia/Hercegovina	2	Lithuania	1
Bulgaria	2	Malaysia	1
Columbia	2	Norway	1
Honduras	2	Palestine	1
India	2	Philippines	1
Pakistan	2	Saudi Arabia	1
Sri Lanka	2	Singapore	1

South Africa 1

Student Retention
Of the 465 full-time first-year students who enrolled at Hamilton in the fall of 2001, 83.01 percent were graduated by the spring of 2006; 86.67 percent by the spring of 2007.

Degree Programs

The following programs for the degree of Bachelor of Arts at Hamilton College are registered with the New York State Education Department, Office of Higher Education and Professions, Cultural Education Center, Room 5B28, Albany, NY 12230. Phone: 518-474-5851.

Programs	**HEGIS Code**
Africana Studies	2211
American Studies	0313
Anthropology	2202
Art	1002
Art History	1003
Biochemistry/Molecular Biology	0414
Biology	0401
Chemical Physics	1999.20
Chemistry	1905
Chinese	1107
Classics	1504
Communication	0601
Comparative Literature	1503
Computer Science	0701
Dance and Movement Studies	1008
East Asian Studies	0301
Economics	2204
English	1501
English Literature	1502
Environmental Studies	0420

Foreign Languages	1101
French	1102
Geoarchaeology	1999
Geosciences	1914
German Studies	0312
Government	2207
Hispanic Studies	1105
History	2205
Interdisciplinary Programs	4901
Mathematics	1701
Music	1005
Neuroscience	0425
Philosophy	1509
Physics	1902
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

Campus Life

Buildings and Facilities

In all, Hamilton owns more than 1,300 acres of woodlands, open fields and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Hamilton campus was designated as an arboretum in 2004, and the Root Glen, a gift of Mrs. Edward W. Root in 1971, is remembered by all who have strolled its shale paths.

Afro-Latin Cultural Center
Founded in 1969, the Afro-Latin Cultural Center provides a place of sodality for Black and Latin students. Open to and used by the entire community, the center sponsors discussions, lectures, art shows and similar educational, cultural and social events.

Anderson-Connell Alumni Center
Originally an inn called Lee's Tavern and the home of the Root family, the Alumni Center is one of the oldest buildings on the Hill. Renovated in 1986 and 2002, it is named in honor of Molly and Joseph F. Anderson, Class of 1944, and in memory of Clancy D. Connell, Class of 1912. It houses the offices of Communications and Development.

Athletic Center
The Athletic Center provides Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. Components of the complex include the following: the Margaret Bundy Scott Field House, completed in 1978 and expanded in 2006 with the addition of the Little Squash Center; the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus, renovated in 1993; the Alumni Gymnasium, dedicated in 1940 and renovated in 1978; the William M. Bristol, Jr. Swimming Pool, dedicated in 1988; and the Charlean and Wayland Blood Fitness and Dance Center, opened in 2006. For more information, see "Athletic Programs and Facilities."

Azel Backus House
The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

Beinecke Student Activities Village
The Student Activities Village was constructed in 1993 and named for Walter Beinecke, Jr., former chairman of the board of trustees of Kirkland College and a life trustee of Hamilton. The bright yellow buildings link the north and south sides of the campus via Martin's Way, a red-brick path named in honor of J. Martin Caravano, Hamilton's 16th president. The village contains the Mail Center, the Howard Diner and the Fillius Events Barn, as well as lounges where students and faculty members meet informally outside of the classroom.

Benedict Hall
The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, Benedict Hall, which was erected in 1897, houses faculty offices and classrooms.

Bristol Center
Constructed in 1965, the William McLaren Bristol Center is named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. In addition to several administrative offices, the building houses meeting rooms and 12 guest rooms.

Buttrick Hall
Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of the Buildings and Grounds Department as well as registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. secretary of state and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters since 1926.

Career Center
Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has a recruiting room and two reading rooms containing reference materials. It also comprises offices for counselors who provide assistance to students in developing their post-graduate plans

The Chapel
Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts and assemblies. The third floor of the Chapel was renovated in 1999 and provides office and meeting space for campus chaplaincy.

Couper Hall
Constructed in 1889 and rededicated in 1992 in honor and memory of Edgar W. Couper, Class of 1920 and former chancellor of the University of the State of New York, Couper Hall was originally the College YMCA building. It contains classrooms and offices of the Classics Department as well as the Women's Studies program.

Dining Halls
Hamilton has two dining halls: the recently renovated Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; and McEwen Dining Hall.

Glen House
Formerly a private residence, the Glen House was refurbished in 2006 as headquarters for the Hamilton Outdoor Leadership Center. It contains equipment rooms for the Bike Co-op, Ski Club and Outing Club, among others, as well as student meeting and social space.

Health Center
The Thomas Brown Rudd Health Center, named for the College's 13th president, was completed in 1959, and an addition was constructed in 1972. The building houses the Student Health Services and contains fully equipped examination and treatment rooms. The center also houses the College's Counseling and Psychological Services.

Christian A. Johnson Hall
The former College library (1914-1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory and the College's media library. It also contains classrooms and faculty offices for the Critical Languages program, the departments of Computer Science, East Asian Languages and Literatures, French, German and Russian Languages, Hispanic Studies and Mathematics as well as the Quantitative Literacy Center.

Kirkland Cottage
The oldest building on campus, Kirkland Cottage was constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the first-year class.

Kirner-Johnson Building
Having reopened in 2009 after an extensive renovation and expansion, these connected buildings house departments in the social sciences as well as the Arthur Levitt Public Affairs Center, the Nesbitt-Johnston Writing Center and the Oral Communications Center. Originally constructed in 1968 for Kirkland College, Kirner Building is named in honor of Juvanta H. and Walter R. Kirner, and the adjacent Johnson Building is named for Virgil E. Johnson. The facility features large, flexible classrooms and common areas, and the latest technology. The building earned gold certification from LEED, the nation's preeminent program for the design, construction and operation of high performance green buildings.

The Library
Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years chairman of the board of trustees, this facility provides Hamilton with one of the finest small college libraries in the nation. The library is also home to the Multimedia Presentation Center, a state-of-the-art computer and media facility, which opened in 2002.

List Art Center
The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the departments of Art, Dance and Theatre.

Little Pub
Located adjacent to the Beinecke Student Activities Village, The Little Pub opened in the spring of 1996. The restored horse stable/carriage barn contains a game room, bar, dance floor, fireplace room and other spaces for informal social gatherings.

McEwen Hall
Named for Robert Ward McEwen, 14th president of Hamilton College, McEwen Hall houses dining facilities, the Café Opus coffeehouse, a cinema lab, classrooms, music practice rooms and offices for faculty members.

Minor Theater
Originally Hamilton's first library (1872-1914) and later the College infirmary, it was converted to a theatre in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former chairman of the board of trustees. It is now used for student productions and College-sponsored work in drama.

The Observatory
Made possible through a gift from Elihu Root III, Class of 1936, the Observatory houses an 111/4" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road on Peters Lane, a quarter-mile from the campus.

Residence Halls
Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, 95 percent of our students live in the 27 residence halls on campus, and first-year students are housed in clusters in nine of those halls. As students grow and develop at the College, they have an opportunity to live more independently in small houses and apartments.

Resident advisors live in each hall, with an average ratio of one resident advisor for every 30 students. Working closely with the Office of Residential Life, resident advisors are responsible for advising students in their areas, developing educational and social programs, limit-setting and administrative responsibilities within their buildings.

The College tries to provide its students with as many different housing options as possible. For example,

even though all residence halls are coeducational, some floors are single-sex while others are coed. Dunham, Kirkland and North contain rooms ranging from singles to quads, and Carnegie and South contain doubles and quads. All offer lounges, recreation areas and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor and Root contain singles and doubles, kitchenettes and large lounges. The Bundy residence quadrangle consists of large singles and doubles. The third floor of Major is designated as "the quiet floor," where students abide by a 24-hour-a-day quiet policy. In addition, Root, Kirkland and 100 College Hill Road are designated as "substance free" halls. All residence halls are smoke-free.

Other housing options for primarily juniors and seniors include the Griffin Road and Farmhouse apartments, Wallace Johnson House, Saunders House, Rogers Estate, Ferguson House, Carnegie, Woollcott House, Eells House, and 3994 and 4002 Campus Road.

Root Hall
Given in 1897 by Elihu Root, Class of 1864, in memory of his father, Oren, professor of mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the departments of Comparative Literature, English and Communication.

Elihu Root House
Built in 1817 for Theodore Strong, Hamilton's first professor of mathematics, the structure has served as the home of presidents, as well as faculty members of the College. The house was extensively remodeled after being purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the president. A National Historic Landmark, it was acquired by the College in 1979 and houses offices for the registrar, dean of students and some faculty members.

Molly Root House
Designed in 1915 by the renowned architectural firm of McKim, Mead and White, the Coionial Revival building was commissioned by Elihu Root, Class of 1864, as a wedding gift for his son, Elihu Jr., Class of 1903. Beginning in the 1950s, the home was occupied by Elihu Jr.'s son Elihu III, Class of 1936, and his wife Molly Bidwell Root. In 2006 the building was dedicated as the headquarters for the Art History Department.

Sadove Student Center at Emerson Hall
Built in 1928 as home to the Emerson Literary Society, the Sadove Student Center opened in 2010 after a major renovation and expansion. The building houses the Student Activities Office, the College Bookstore, meeting spaces for student organizations, the campus radio station, a cafe and informal gathering areas.

Schambach Center
Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms and library. The center also contains the 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

Science Center
The Science Center, the largest building project in the College's history, was completed in 2005 and houses offices and laboratories for Archaeology, Biology, Chemistry, Geosciences, Physics and Psychology. The complex contains a tri-climate greenhouse, auditorium, coffeehouse and more than 100 teaching and research laboratories. Students and professors are supported in their research by a 500 Mhz nuclear magnetic resonance (NMR) spectrometer, scanning and transmission electron microscopes, and an X-ray diffractometer and fluorescence spectrometer. The chemistry supercomputer, biology laboratory for bioinformatics research, psychology statistics laboratory, general computing classroom and wireless computer connectivity provide state-of-the-art computing facilities. The Science Center's expansive atrium boasts several environmentally friendly features including a temperature control system that involves geothermal loops and displacement ventilation.

Siuda House
Built in 1917, the Siuda House is home to the offices of Admission and Financial Aid. The building, which originally served as the Sigma Phi fraternity house, was rededicated in 2007 in honor of Joy and Chet '70 Siuda, a College trustee.

Philip Spencer House
Renovated in 2002, the former Chi Psi fraternity house was renamed the Philip Spencer House in honor of the fraternity's founder. It now houses the Business and Human Resources offices.

Tolles Pavilion
Built in 2000, the Tolles Pavilion was dedicated in 2007 in memory of Patricia and Winton '28 Tolles, a longtime dean of the College. The large multipurpose facility is equipped with satellite television, a data projector, a 16-foot screen, dressing rooms and state-of-the-art sound components. Home to student theatre performances, concerts, comedy shows and banquets, the Tolles Pavilion serves a variety of programming needs.

Student Life

The Division of Student Life focuses on the total development of the student, in particular the quality of learning that takes place outside of the formal classroom setting. Hamilton recognizes that students grow intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and lifestyles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences, and to accept responsibility for their choices and the consequences of their actions.

Student Services
Emphasis within the various student services is placed on both challenging and supporting students as they strive to achieve their potential. The dean of students oversees the Division of Student Life, which includes the following areas:

Dean of Students Office
A number of services are offered through the Dean of Students Office, which is located in the Elihu Root House.

Academic Services — The associate dean of students for academic affairs provides support for Hamilton's program of academic advising of first- and second-year students, administers academic regulations and serves as the dean of students' designee for matters brought to the Honor Court. The associate dean coordinates the work of the faculty Committee on Academic Standing.

Diversity and Accessibility — The associate dean of students for diversity and accessibility provides leadership for the development of educational, cultural and social programs that enhance intercultural understanding and foster a campus climate that celebrates and respects the uniqueness of all its members. The associate dean serves as an advocate for students from diverse racial, cultural and ethnic backgrounds, sexual orientations and abilities, and works cooperatively with others on campus to build and strengthen support networks and to increase and retain representation of historically underrepresented groups.
The associate dean also coordinates individualized accommodations and support services for students with documented disabilities and serves as the ADA consultant for the College. Students seeking special arrangements due to a disability should provide the associate dean with a recent evaluation conducted by a specialist in the appropriate field. It should include a diagnosis of a disabling condition, information regarding onset, longevity and severity of symptoms; information on how the disability and/or related

medications and treatments interfere with or limit any major life activity, including participation in the courses, programs and activities of the College; and recommended accommodations.
Using this information, in consultation with the student, his or her professors and, if necessary, other qualified experts, the associate dean will help the student to develop a system of support services that are appropriate to the student's needs. Requests for special arrangements should be made well in advance of the time they will be needed. Questions about services may be directed to the Dean of Students Office at 315-859-4012.

Judicial Affairs — The assistant dean of students for student conduct is responsible for determining the appropriate mechanism for adjudicating alleged violations of College regulations and generally providing oversight and coordination of the judicial process. Any member of the Hamilton community may bring complaints against a student or a group of students to the attention of the dean of students, Office of Campus Safety, Office of Residential Life, the assistant dean of students for student conduct or the chair of the Judicial Board.

Study Abroad — The associate dean of students for off-campus/international study works with students who are exploring options for study at foreign or other domestic institutions or programs, researches viable study abroad programs for Hamilton's preferred list, advises students on pre- and post-study away issues, including credit transfer, and coordinates all related campus programming. The dean also advises the Committee on Academic Standing regarding issues related to study abroad and study away.

International Student Services — The associate dean of students for off-campus/international study also provides support for international students, including orientation, host family assignments and advising on immigration regulations and concerns.

Campus Safety
The Department of Campus Safety strives to provide a reasonably secure and safe environment for all who work and study at the College. Campus safety is dependent upon the cooperation and active participation of all members of the community in reducing crime and creating a safe environment. All Campus Safety officers are trained in College policy enforcement, fire and crime prevention, basic first aid and CPR. They respond to a variety of requests for assistance typically associated with the college environment. In addition, the Campus Safety director serves as a liaison with both local and state law enforcement and fire protection agencies. Campus Safety provides information to members of the community on a variety of personal safety issues through educational programs and publications.

Pursuant to the requirements of the Jeanne Clery Act, Hamilton will provide upon request all campus crime statistics as reported to the U.S. Department of Education. To request a copy of our annual Report of Campus Crime Statistics, contact the Department of Campus Safety at 315-859-4141 or visit the College Website. This information may also be obtained from the U.S. Department of Education.

Career Center
Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the world of work involves a complex challenge to the student's intellectual, emotional and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy
The chaplaincy's mission is to guide students and other members of the College community in the search and understanding of the meaning that life holds. Why are we here? What is the relationship between our academic pursuits and our development and growth as human beings? We seek to help students answer these questions for themselves through various religious traditions and spiritual experiences, including bereavement and community service.

The Interfaith Council is a reflection of the chaplaincy's belief that experiencing and learning from other

faith traditions are important aspects of a liberal arts education. The Interfaith Council is made up of representatives from various religious and spiritual traditions and student organizations including Christian Fellowship (evangelical ecumenical Christian), Community Church (Protestant), Gospel Choir, Hillel (Jewish), Muslim Student Association, Newman Community (Catholic), Orthodox Christian Fellowship and Zen Meditation Group. Other traditions currently represented on the Interfaith Council include Hindu, Sikh, Buddhist and Baha'i.

Within and beyond these traditions, the chaplaincy supports worship opportunities (on- and off-campus), religious music, observance of holy days, experiences of prayer and meditation, community service events and discussion/speaker opportunities. Chaplains (Jewish, Catholic and Protestant) are available for counseling with all members of the Hamilton community.

Community Service and Outreach
Volunteer programs and service to the local community are organized through the Community Outreach & Opportunity Project (COOP). The COOP houses many service-based initiatives including:

Hamilton Action Volunteer Outreach Coalition (HAVOC), a student organization, oversees a variety of initiatives including tutoring programs, one-time volunteer experiences and a food salvage program, among others.

HAVOC Exec Board offers student leaders the opportunity to spearhead service initiatives and coordinate projects, as well as organize campus-based discussions and events to raise awareness and funds for various causes.

Alternative Service Break (ASB), a student-run group, plans service trips to areas in need, such as New Orleans, during winter, spring and summer breaks.

Urban Service Experience (USE) is a pre-orientation service program.

A Better Chance (ABC) Program gives students the opportunity to intern as tutors with local ABC students attending Clinton High School.

Bonner Leader Program provides students with internships at nonprofits in Utica.

Hamilton Serves! offers incoming students a service experience in the local community during new student orientation.

The COOP is located on the third floor of the Chapel and includes offices for the director, a VISTA volunteer and office assistant, as well as comfortable spaces for meetings and discussion groups.

Counseling and Psychological Services
Students experience developmental and psychological growth as well as difficult situations during their college years. Confidential discussions with counselors can be helpful in the process of making decisions, solving or managing problems, adjusting to a new environment or learning more deeply about oneself. Counseling sessions are intended to result in a more thorough understanding of issues and problems and a clear conceptualization of future actions. The professional staff of three consists of psychologists and counselors who specialize in the concerns of college students. All services are strictly confidential and free of charge to Hamilton students. The office is located on the second floor of the Thomas Brown Rudd Health Center, accessible via the north entrance. Appointments are available during the week between 8:30 a.m.-4:30 p.m. If the need is urgent, arrangements will be made after hours.

Health Services
The personnel and programs of the Thomas Brown Rudd Health Center are dedicated to encouraging and maintaining the well-being and safety of students. The delivery of direct patient care values respect for the individual. Assessment and treatment of illness, consultation, referral and emergency care are provided. Healthy choices and behaviors are promoted through education on issues and lifestyles specific to the

college-age population.

The clinic is open weekdays 8:30 a.m.-4:30 p.m. (Wednesdays 10 a.m.- 4:30 p.m.) when the College is in session. After-hours emergency care is provided through contacts with local urgent care and emergency departments. A trained student Emergency Medical Team is on call to respond to accidents, acute on-site illnesses and injuries. The service is free. Charges may be incurred for laboratory tests, x-rays and medications.

Outdoor Leadership
Based in the Glen House, the Hamilton Outdoor Leadership Center offers experiential education, leadership training and outdoor adventures to students and the community. Functioning out of the center, the Hamilton Outing Club offers trips and equipment rental, as well as training for future outdoor adventure leaders. The Adventure Program uses the Mark Cox Memorial Challenge Course to develop leadership and group skills to on- and off-campus groups. The Bruce Climbing Wall offers instructional and recreational indoor climbing. Adirondack Adventure is the College's nationally acclaimed wilderness pre-orientation program supervised by the director of the Outdoor Leadership Center.

Residential Life
The Office of Residential Life strives to promote and maintain a residential community conducive to intellectual and personal growth, where students can sleep, study and share ideas with peers whose culture, lifestyle and opinions may be different from their own.

The professional staff in residential life includes the director and three live-in area directors who are responsible for the management of the 27 residential facilities and the supervision of the paraprofessional staff members who live and work within them.

The paraprofessional staff includes 60 resident advisors, upperclass students who are trained as counselors, limit-setters, program developers and resource persons, who provide valuable leadership within the residential community.

Student Activities
There are numerous opportunities for student development, involvement and leadership in co-curricular activities at Hamilton. Altogether, there are more than 100 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational or religious activities, or co-curricular activities related to an academic interest. A campus life open house is held at the beginning of the fall semester to introduce students to the variety of options available to them.

The Student Activities Office advises student organizations, including private societies, and supervises the Beinecke Student Activities Village, the Bristol Center and Emerson Hall. The student technical crew, the Jitney service, new student orientation and the student event staff are also coordinated through the Student Activities Office. Facilities in the Bristol Center include the College Store, radio station WHCL-88.7 FM, student organization offices, meeting and conference rooms, and 12 guest rooms. The Beinecke Village includes the Howard Diner, the Fillius Events Barn, the multipurpose Tolles Pavilion, the Mail Center, an automatic teller machine (ATM) and a variety of lounges.

The Campus Activities Board (CAB). A student-run organization, CAB is responsible for the programming of professional quality entertainment on campus. Each semester CAB brings a variety of premium events to Hamilton, including comedians, bands, novelty acts and acoustic coffeehouse performers.

The Student Assembly. The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of three branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); and the executive branch (Executive Committee). The Student Assembly Funding Committee allocates funds to more than 70 student organizations.

Student Clubs and Organizations. Descriptions of a sampling of student organizations follow. Complete list

of student organizations.

The Black Student Union was founded by students in 1968 to broaden the awareness and appreciation of Black cultures. La Vanguardia was established in 1984 to complement the growing diversity within the Latino community. The Asian Cultural Society was established in 1987 to promote Asian culture, further enriching the multicultural life of the community.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers and similar events. Such groups are sponsored by the French, Geosciences, German and Russian Languages, Hispanic Studies and Philosophy departments.

The International Student Association is composed of international and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing and Nordic skiing. Club membership allows individuals to borrow outdoor equipment including tents, sleeping bags, backpacks, stoves, cookware, canoes and cross-country skis.

The Womyn's Community Center was founded in order to provide a focus for the concerns of women at Hamilton. It operates a resource center and sponsors programs open to all members of the College community. The Rainbow Alliance addresses social and political concerns associated with sexual orientation.

There are 10 national fraternities, six local sororities and one national sorority recognized by the College. The fraternities are Alpha Delta Phi, Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Lambda Upsilon Lambda, Psi Upsilon, Sigma Phi, Tau Kappa Epsilon and Theta Delta Chi. The sororities are Alpha Chi Lambda, Alpha Theta Chi, Gamma Xi, Kappa Delta Omega, Kappa Sigma Alpha, Omega Phi Beta and Phi Beta Chi.

Student Media Board. Consisting of students, faculty members and administrators, but always having a student majority and chair, the Student Media Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio and television stations are all operated and managed completely by students.

Arts and Culture

Art

The Emerson Gallery (located in Christian A. Johnson Hall) offers Hamilton students a lively and diverse program of art exhibitions and related events, including gallery talks, lectures, workshops, performances and films.

The gallery also regularly exhibits works from the permanent collection, which is strong in American works on paper and includes paintings and sculpture, Greek vases, Roman glass and Native American objects. Important collections include works related to Ezra Pound and the Vorticist movement and The Walter Beinecke, Jr. Collection of prints, drawings and paintings of the Lesser Antilles. The permanent collection can be made available for student research and study. Call 315-859-4789 for more information.

Student work opportunities at the Emerson Gallery (there are both paid and volunteer positions available) provide valuable experience for students interested in careers in museum work and arts administration. Call 315-859-4396 for more information.

Dance

The Dance Department produces one major concert in the spring and participates with the Music Department in a concert/performance for Family Weekend in the fall. In addition, the department presents student-choreographed works, usually as part of composition and choreography courses, and as part of the senior projects. For information about dance at Hamilton, call 315-859-4057.

Student-run dance organizations, including the Student Dance Alliance and the Dance Team, offer workshops and occasional performances.

Music

In addition to the professional performing arts series, there are performances by faculty members, students, and student ensembles. The Department of Music sponsors master classes by visiting artists and lectures on music subjects by prominent scholars. The department also runs a program for private study in a variety of instruments and voice. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. The Music Department also owns several African drum collections as well as a Javanese Gamelan, and it maintains a well-equipped studio for electronic music that surpasses such facilities at many larger colleges and universities.

The Hamilton College Choir continues a long tradition of choral excellence that dates back to its founding in 1867. Its annual spring concert tour has in recent years ranged as far west as Chicago and Milwaukee, as far north as Montreal, and as far south as Atlanta. The Choir has also toured in Europe seven times in the last 24 years, most recently to Italy in 2009. This ensemble of approximately 65 singers also produces a musical or operetta each year. Open to all students by audition during Orientation Week. Full-year participation is required.

The Hamilton College Orchestra, made up of 50 to 60 Hamilton College students and community members, performs in Wellin Hall four times a year. Its repertory includes the masterpieces of the orchestral literature as well as contemporary compositions. The orchestra has recently performed works of Beethoven, Brahms, Dvorák, Tchaikovsky, Copland, Debussy, Mozart, Ravel, Sibelius and Stravinsky, and regularly commissions and premieres new works for orchestra. On occasion an advanced student performer will be featured as concerto soloist with the orchestra. Open to all students by audition during Orientation Week and the first two days of classes during both Fall and Spring terms.

The College Hill Singers is a chamber vocal ensemble drawn from the College Choir. Its repertoire ranges from Renaissance madrigals to Brahms part-songs to contemporary works.

The Chamber Music Program is an extension of the orchestral program, providing additional opportunities for members of the orchestra to study and perform, as well as giving ensemble experience and training to less advanced students who are not yet ready for orchestra. In addition to formal concerts and more informal appearances on campus, the chamber ensembles perform frequently at churches and charity events in the region. Auditions are held concurrently with orchestra auditions during Orientation week each term.

The Hamilton Jazz Ensemble is a full big band with five saxes, four trombones, four trumpets and four rhythm section players. The music covers the style periods from the mid 1930s to the present. A seven-piece combo, composed of members from the Jazz Ensemble, performs as well. Auditions are held on Tuesday during the first week of classes each fall.

Hamilton College and Community Oratorio Society, which numbers approximately 135 singers, performs major choral works with orchestra each semester. The society is open to all members of the community without audition. Interested singers may join by attending the first rehearsal of the term.

The Buffers, Special K, Tumbling After, and the Hamiltones are Hamilton's student-run a cappella performance groups. All male, all female, or coeducational, each group draws from varied repertories ranging from traditional barbershop quartet melodies to contemporary music, and each mixes musical skill with humor to entertain audiences both at Hamilton and on tour. Auditions are held by announcement.

The College also houses a Jazz Archive that includes more than 200 interviews with great jazz artists and several vintage jazz recordings. The Jazz Archive has sponsored residencies by such artists as Milt Hinton, Byron Stripling, Joe Wilder, Clark Terry, Bobby Watson and Jane Ira Bloom.

Other concerts on campus are offered by the Campus Activities Board. The Office of Multicultural Affairs as well as a variety of student organizations also sponsor concerts from time to time.

Theatre
The Theatre Department produces two major theatrical productions each year in historic Minor Theater. In addition, the department regularly produces student-directed shows, usually as part of the senior projects, as well as several class workshop presentations and guest artist workshops. Auditions for departmental productions are open to all students and are held early each semester. Audition notices are posted on campus and on e-mail. Technical and managerial positions are also available. For information about theatre at Hamilton, call 315-859-4057.

The student-run theatrical group Untitled-at-Large produces student-directed musicals, plays and one-act productions. Audition notices are posted on campus. There are also two student improvisational theatre groups.

Performing Arts
Hamilton sponsors two professional performing arts series: Classical Connections and Contemporary Voices and Visions.

Lectures and Performances
Numerous lectures and live performances are provided during the year for the Hamilton community from the income of endowments established for those purposes and augmented by general College funds.

The Lee H. Bristol, Jr. Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The William M. Bristol, Jr. Distinguished Visitors Program, established through the bequest of William M. Bristol, Jr., Class of 1917, supports lectures, performances and other special events held in connection with several-day visits by high-profile experts in various fields.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Classical Dance Residency Fund underwrites up to three classical dance artists-in-residence each semester in support of Hamilton's Dance Department.

The Class of 1940 Cultural Endowment was established on the occasion of the 50th Reunion of the Class of 1940 to support a major cultural event to be held annually at the College, preferably in the Hans H. Schambach Center for Music and the Performing Arts.

The Class of 1949 Performance and Lecture Fund was established on the occasion of the 40th Reunion of the Class of 1949 to support major performances or lectures to be held in the Hans H. Schambach Center for Music and the Performing Arts.

The Peter D. Constable Lecture Fund was established in 2001 in honor of former Ambassador Peter D. Constable, Class of 1953, to support an annual lecture in international relations.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to provide lectures dealing with the American economy.

The David Maldwyn Ellis Lecture Fund was established by Robert B. Carson, Class of 1956, in honor of David Maldwyn Ellis, Class of 1938 and professor emeritus of history, to support lectures on the topics of

American history or American institutions.

The Great Names at Hamilton Lecture and Performance Fund was established to support one or more annual lectures or performances by individuals of national or international renown in any field.

The Doris M. and Ralph E. Hansmann Lecture Series was established in 1993 in honor of Mr. Hansmann, Class of 1940, and his wife, to support annual lectures in any field. Fields are designated on a three-year rotating basis.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management and productivity.

The Victor S. "Torry" Johnson III '71 Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars and others who have distinguished themselves in their respective careers and are recognized leaders in their fields to address a significant aspect of American life and thought.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian Studies.

The Arthur Levitt Endowment Fund was established by Arthur Levitt, Jr., father of Lauri Levitt Friedland, Class of 1981, in memory of Mr. Levitt's father, Arthur Levitt, Sr., to support lectures and other activities coordinated through the Arthur Levitt Public Affairs Center.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The Meyer Student Performance and Activities Fund was established in 2003 by Eugene B. and Melissa Meyer in recognition of their son Nathaniel's rewarding experience at Hamilton as a member of the Class of 2001. The fund provides support for non-academic, co-curricular events and activities.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The James S. Plant Distinguished Scientist Lecture Series was established in 1987 through a bequest from Dr. Plant, Class of 1912 and an eminent child psychiatrist, to bring to the campus outstanding scientists as guest lecturers.

The James T. and Laura C. Rhind Arts Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

The William Roehrick Emerson Gallery Lecture Fund was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The John B. Root '44 Exhibition Fund provides funding to support exhibitions at Hamilton's Emerson Art Gallery, as well as programming related to art exhibitions at the College.

The John Rybash Memorial Psychology Lecture Fund, established in memory of John Rybash, professor of psychology at Hamilton, is designed to support a lecture by a prominent speaker in the field of psychology.

The Sacerdote Family Lecture and Performance Fund was established by Mr. and Mrs. Peter M. Sacerdote, along with their son Alexander Sacerdote, Class of 1994, to support one or more Sacerdote Great Names Series at Hamilton programs each year. Annual lectures or performances will be given by individuals of

national or international renown in any field.

The Reverend Alexander Thompson Memorial Lecture Fund was established through a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Winton Tolles Lecture Series was established in 1991 by members of the Class of 1951 in memory of Winton Tolles, Class of 1928, and dean of the College from 1947 to 1972. It brings to the campus distinguished writers in the fields of literature, journalism and theatre to lecture and meet with students.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. This fund suppports lectures related to current ethical issues by preeminent individuals in the public policy arena.

The Winslow Lecture Fund was established through a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood, who was for many years a professor of political science at Hamilton, to support lectures in history, political science or matters of current general interest.

Athletic Programs and Facilities

Athletic Facilities
Hamilton has a tradition of continually expanding and improving its athletic facilities.

The Margaret Bundy Scott Field House, a 55,000-square-foot multipurpose athletic structure, houses three regulation-size basketball courts and can seat 2,000 spectators. Removable wood parquet flooring is installed for varsity basketball games. The facility also features a six-lane, 200-meter urethane running track and indoor courts for tennis and volleyball. The surface can also accommodate practices for outdoor varsity sports during inclement weather. The Little Squash Center, featuring 10 regulation-size squash courts, including two with exhibition gallery seating, was built along the north wall of the field house in 2006.

Connecting with the field house are several additional facilities, including the Alumni Gymnasium containing a basketball court; the Russell Sage Hockey Rink, the nation's oldest college indoor hockey facility renovated in 1993; and the William M. Bristol, Jr. Swimming Pool, completed in 1988. An eight-lane "stretch" pool with a movable bulkhead permitting division into a diving area and a swimming area, it frequently serves as the host site for regional competitions. Opened in 2006, the Charlean and Wayland Blood Fitness and Dance Center houses a dance studio, a multi-purpose exercise room, a climbing wall and a cardio fitness and weightlifting area. The fitness center connects to the rest of the athletic facilities via an underground tunnel.

Adjacent to the Athletic Center are the nine recently refurbished Gray Tennis Courts; the Royce Baseball Field, featuring new dugouts and improved bullpen areas; the recently renovated softball field; and Steuben Field, the 2,500-seat football stadium. Directly behind the stadium is the William D. Love Field, which also encompasses the newly resurfaced 400-meter Walter H. Pritchard Track. Love Field, resodded in 2000, hosts soccer action. The newest of the Hamilton playing fields is an all-weather artificial turf field built in 2000. Located adjacent to campus, it is the home of field hockey and men's and women's lacrosse.

The Tompkins Golf Course is a nine-hole, 2,761-yard, par 35 course immediately adjacent to campus. There is no admission charged to students, who also use the course during the winter months for cross country skiing.

A gift from the Class of 1996, the Mark Cox Memorial Challenge Course, located in the Kirkland Glen, contains more than a half dozen high ropes challenges. The course is open to all members of the Hamilton community and is administered by the College's full-time adventure program coordinator. A series of high ropes initiatives are also located in the field house.

Physical Education and Athletic Policy
The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a five-fold program in athletics: recreational play, instruction in physical education, intramural competition, and club and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide lifelong satisfaction.

Intramural Activities
The intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Department of Physical Education and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate caliber. Sports offered include soccer, football, volleyball, racquetball, golf, basketball, ice hockey, squash, kickball, beach volleyball, softball, tennis and indoor soccer.

Intercollegiate Athletics
The College is committed to a representative and competitive intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in baseball, basketball, crew, cross country, football, golf, ice hockey, lacrosse, soccer, squash, swimming, tennis and track (winter/spring); and women's varsity teams in basketball, crew, cross country, field hockey, ice hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring) and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Liberty League (LL) and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan and Williams. The other members of the LL are Clarkson, Hobart/William Smith, Rensselaer, Rochester, Skidmore, St. Lawrence, Union and Vassar. Both conferences balance athletic involvement with high academic standards.

Club Sports
The Physical Education Department supports the following club programs: the Bicycle Co-op, dance teams, equestrian, fencing, martial arts, nordic skiing, men's and women's rugby, sailing, ski racing, table tennis and ultimate frisbee.

Wellness Program
The Wellness Program provides students and employees of the College a wide variety of activities geared toward healthy living. At the center of the program is a core of activity classes such as aerobics, core training, yoga, pilates, spinning, cardio kick-boxing, lap swimming, water exercise, fitness and weightlifting, as well as ballroom dance, toning and fly-fishing. Classroom presentations on topics such as smoking cessation, nutrition, stress management, spirituality, alcohol use and personal fitness are available through wellness seminars. The Wellness Program provides information and literature through the wellness bulletin board located in the Charlean and Wayland Blood Fitness and Dance Center and online. A personal trainer and massage therapist are available through the program.

Awards and Assistance Programs

Scholarships, Fellowships, Prizes and Internship Support

General Scholarships
General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The George Mitchell Avery Scholarship was established by the will of Harriet Avery, in memory of her son, George Mitchell Avery, Class of 1943.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1951, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The H. Roswell Bates Scholarship was established by Lt. Col. William A. Aiken, in memory of his friend and classmate, H. Roswell Bates, Class of 1895.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Edwin Baylies Scholarship was established by George E. Dunham, in memory of Edwin Baylies.

The Bement Scholarship was established by Albert C. Phillips, Class of 1865.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr., and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as secretary of admission at the College from 1941 to 1971.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The Theodore W. Bossert, Jr. Scholarship was established through a bequest from Theodore W. Bossert, Jr., Class of 1962.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Bradley Family Scholarship was established by Donald D. Bradley, Class of 1928, and his wife, Helen S. Bradley.

The Robert Gustav Braunlich III '55 Memorial Scholarship was established by William E. Braunlich,

Class of 1957, in memory of his brother Robert, a member of the Class of 1955.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the board of trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The Dr. Oliver T. Bundy Scholarship was established by The Honorable Charles S. Bundy, Class of 1854, in memory of his father.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William F. Canough Scholarship was established through a bequest from William F. Canough.

The Carnegie Scholarships were established by Andrew Carnegie in honor of Elihu Root.

The Carter Scholarship was established through a bequest from Laura Carter.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1867 Scholarship was established by Edwin Baldwin and C.C. Rice, both from the Class of 1867, and A. W. Hubbell.

The Class of 1899 Scholarship was established by the Class of 1899.

The Class of 1909 Scholarship was established by numerous donors.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th reunion.

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th reunion.

The John L. Coe Scholarship was established by John L. Coe, Class of 1923.

The Couper Family Scholarship was established by Esther Watrous Couper and augmented by her son, Richard Watrous Couper, Class of 1944, and his wife, Patricia Pogue Couper.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Melville Emory Dayton Scholarship was established by Mrs. M. Dayton in memory of her husband, Class of 1864.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The George and Aurelia M. Dise Fund was established through a bequest from Raymond R. Dise, Class of 1917, in memory of his parents.

The William E. Dodge Scholarship was established by William E. Dodge, Jr.

The Willard B. Eddy, Sr. Scholarship was established by family and friends in memory of Willard B. Eddy, Sr., Class of 1914.

The Dorothy H. Elkins Estate Scholarship was established through a bequest from Dorothy H. Elkins, widow of George W. Elkins, Class of 1931.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the Emerson Foundation, located in Auburn, N.Y.

The Ethel Kelsey Evans Scholarship was established by Anthony H. Evans, Class of 1882, in memory of his wife.

The Howard P. Ferguson Scholarship was established by Mary J. Matthewson.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Fielding Family Scholarship was established in 2006 by Donna and Ron Fielding P'07.

The Robert G. Fisher Memorial Scholarship was established in memory of Robert G. Fisher, Class of 1928, by his family and friends.

The Roswell P. Flower Scholarship was established by The Honorable R.P. Flower.

The Alexander Folsom Scholarship was established by Dr. Darling and Alexander Folsom.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Getman Family Scholarship was established to honor William D. Getman, Class of 1938, who was killed in action during WWII, his father, Albert A. Getman '11, and three generations of the Getman family at Hamilton.

The Charles D. Gilfillan Scholarship was established by C. D. Gilfillan.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class 1913, and his wife.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Eleanor F. Green Scholarship was established by John G. Green, a newspaper publisher, in honor of his wife.

The John G. Green Scholarship was established by John G. Green, a newspaper publisher who received an honorary degree from Hamilton in 1958.

The Amos Delos Gridley Scholarship was established through a bequest from Amos Delos Gridley.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former trustee of the College.

The Hawkins Family Scholarship was established by Philip L. Hawkins, Class of 1978, and his wife, Elizabeth Porter Hawkins, Kirkland College Class of 1977.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a trustee of the College.

The Theodore S. Hubbard Scholarship was established by Theodore S. Hubbard.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a late trustee of the College.

The Stephanie Singleton and Lester C. Huested Scholarship was established by Stephanie Singleton Huested, wife of Lester C. Huested, Class of 1929, in honor of Dr. Huested, as well as Mrs. Huested's first husband, Harry H. Singleton.

The James Scholarship was established by D. Willis James.

The Samuel H. Jardin Scholarship was established by Samuel H. Jardin.

The Frode Jensen Scholarship was established by Camille Jensen in memory of her husband, Frode Jensen, a member of the Class of 1933, who came to this country as a boy from Denmark, worked his way through Hamilton and went on to a distinguished career as a physician in New York City.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th reunion in memory of Professor Johnston, who taught English at Hamilton from 1932 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Henry W. King Scholarship was established through a bequest from Aurelia B. King in memory of her husband.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Knox Scholarship was established by John J. Knox.

The Robert William Kremer Memorial Scholarship was established by Mr. and Mrs. Paul W. Kremer, Class of 1959, in memory of Mr. Kremer's brother.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The MacCartee Scholarship was established by Julia J. MacCartee in memory of Dr. Henry Darling.

The Marquand Scholarship was established through a bequest from the Marquand estate.

The John F. Marshall Scholarship was established by John F. Marshall, Class of 1944.

The Charles G. Matteson Memorial Scholarship was established by Charles G. Matteson.

The Reuben Leslie Maynard Scholarship was established through a bequest from Reuben Leslie Maynard.

The George D. Miller Scholarship was established through a bequest from George D. Miller, Class of 1889.

The Hasbrouck Bailey Miller '44 Scholarship was established by Elizabeth W. Miller in memory of her husband, Hasbrouck Bailey Miller, Class of 1944.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher Miner, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Musselman Family Scholarship was established by Francis H. Musselman, Class of 1950, in honor and memory of four generations of the Musselman family, including his father J. Joseph Musselman, Class

of 1917.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Ruth and Darwin Pickard Scholarship was established through a bequest from Darwin R. Pickard, Class of 1927.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The John Michael Provenzano '53 Scholarship was established by Laura Provenzano in honor of her brother, Class of 1953.

The Robert Scott Ramsay, Jr. Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Robert Ramsay, Class of 1959.

The Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Roderick Ramsay, Class of 1961.

The Ethel M. and Harold Harper Reed Memorial Scholarship was established through a bequest from Mrs. Reed, wife of Harold H. Reed, Class of 1919.

The Robert P. Rich '41 Scholarship was established by Robert P. Rich, Class of 1941.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Clara E. Silliman and Laura M. Silliman Scholarships were established by H. B. Silliman in honor of his sisters.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The Andrew and Ora Siuda Scholarship was established by Chester A. Siuda, Class of 1970, and his wife, Joy, in honor of Mr. Siuda's parents.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Kate Hill Soria Scholarship was established through a bequest from Kate Hill Soria, wife of Henry J.

Soria, a textile executive.

The Edgar Eginton Stewart, Jr. Memorial Scholarship was established by Edgar Stewart, M.D., in memory of his son.

The Ethel Brownell Stube Scholarship was established through a bequest from Charles F. Stube.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Charles Lafayette and Clare D. Todd Scholarship was established by Clare D. and Charles Lafayette Todd. Mr. Todd, a member of the Class of 1933, taught public speaking at Hamilton from 1959 to 1977, holding the title of Upson Professor of Rhetoric and Oratory during most of that time.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The Marian Phelps Tyler Scholarship was established by M. Phelps Tyler, mother of K. Scott Douglass, Class of 1974.

The J. P. Underwood Scholarship was established by J. Platt Underwood in honor of his grandfather, Class of 1838; his great uncle, Class of 1843; and his father, Class of 1870.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Miles Hodsdon Vernon Foundation Scholarship, established by the Miles Hodsdon Vernon Foundation, is made available to the College annually.

The William D. Walcott Scholarship was established through a bequest from William D. Walcott.

The Henry Wales Scholarship was established by Wales Buel in memory of his uncle, Class of 1820.

The Edward C. Walker III Scholarship was established by Edward C. Walker, Class of 1912.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former trustee of the College.

The Weeden Family Scholarship was established by Dr. G. Roger Weeden, Jr., Class of 1939.

The John Henry Wells Scholarship was established by John B. Wells in memory of his son, who died in 1865.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Leroy Williams Scholarship was established through a bequest from Leroy Williams, Class of 1889.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

The Jansen Woods Scholarship was established through a bequest from William Jansen Woods.

The Alexander Woollcott Memorial Scholarship was established from the proceeds of a concert held in New York City's Town Hall on March 5, 1973.

Special Scholarships (geographic)
With few exceptions, special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas:

Arizona
The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

California
The David Butcher Memorial Book Award is made with first preference given to incoming students from California or the West Coast. The award may be renewed for the sophomore year.

The William Deloss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

Central Plains
The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

Illinois
The Illinois Scholarship Foundation Fund was established by the Scholarship Fund Foundation of Chicago. The fund supports scholarships for students with need. Preference is given to students from Illinois, with first preference given to students from the greater Chicago area.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, and his wife, Karen, in memory of Mr. Massolo's grandfather. The purpose of the scholarship is to support educational diversity at Hamilton, consistent with the College's mission and admission policy. It is awarded with preference given to LINK Unlimited students and other under-privileged black students who demonstrate promise from Chicago.

Maine
The Emmons Family Scholarship is awarded with first preference given to students demonstrating financial need from the state of Maine.

Mid-Atlantic and New England States

The Mary Jayne Comey Scholarship, established in her honor by her husband, William M. "Mac" Bristol, III, Class of 1943, and Life Trustee of the College, is awarded with first preference given to a student from Gwynedd Mercy Academy in Gwynedd Valley, Pa.; secondly with preference given to a student from the Mid-Atlantic states.

The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis and Jefferson; second preference to students from rural counties in Vermont, New Hampshire and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Midwest States

The Patti and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Midwest.

The Caldwell Family Scholarship, established by Clarice H. and H. Van Yorx Caldwell, Jr., Class of 1940, is awarded with preference given to students from the Midwest.

Minnesota

The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

New Hampshire

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis and Jefferson; second preference to students from rural counties in Vermont, New Hampshire and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

New Jersey

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California and Illinois.

New York

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren and Washington counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who have attended schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica and West Winfield, N.Y.; and finally to members of the Emerson Literary Society who have financial need.

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and

chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Charles T. Beeching, Jr. Scholarship was established by the law firm of Bond, Schoeneck and King, L.L.P., to honor the memory of Charles T. Beeching, Jr., Class of 1952, who had a distinguished career with that firm from 1962 until 1998. The scholarship is awarded to students demonstrating financial need, with preference given to students from Central New York.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The Robert S. Bloomer Scholarship was established by Robert S. Bloomer, Jr., Class of 1950, and his mother, Mrs. Robert S. Bloomer, Sr. It is awarded to students demonstrating financial need, with preference given to students from Newark High School in Newark, N.Y.

The Bond Family Scholarship is awarded with first preference given to students who can be reasonably identified as the son or daughter of a living or deceased firefighter, law enforcement officer or teacher from one of the five boroughs of New York City or from Westchester County, N.Y.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County, and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, N.Y.; second to a resident of Chenango County; and third to a resident of New York State.

The Christine C. Carey Memorial Scholarship was established by James J. Carey, Class of 1971, in memory of his wife, a long-time friend of the College. It is awarded with first preference given to students from Lansingburgh High School in Troy, N.Y. Second preference will be given to students from the surrounding New York counties of Rensselaer, Schenectady and Albany.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The CORKS Scholarship, established by the Confrerie of Retired Kindred Spirits, an informal organization of retired Syracuse, N.Y., area businessmen, is awarded with preference given to students from the greater Syracuse area.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (N.Y.) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy (now Proctor High School), Utica, N.Y.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne and Yates counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (N.Y.) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (N.Y.) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, N.Y.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, N.Y.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Onondaga, Oswego and Seneca counties, N.Y.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It is awarded with preference given to graduates of schools of Seneca Falls, New York.

The William Randolph Hearst Scholarship, established by The Hearst Foundation, is awarded to economically disadvantaged students, with preference given to students from New York State.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, N.Y.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company, and second to a resident of Chenango County, N.Y.

The C. Christine Johnson HEOP/Scholars Fund was established in 2001 by C. Christine Johnson and by alumni, students and friends of Hamilton's Higher Education Opportunity/Scholars Program upon the occasion of Christine's 30th anniversary with the program. It provides scholarship support to HEOP/Scholars Program students.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, N.Y.

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Lascell-Sargent Family Scholarship is awarded with first preference given to students from Albion, N.Y., and with second preference to students from rural counties of Western New York who demonstrate financial need.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family, and second to a student from Camden in Oneida County, N.Y.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, N.Y., who have demonstrated outstanding academic achievement and extracurricular involvement.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951, and his wife, is awarded to first-year students who have demonstrated leadership, strong academic performance and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, N.Y., area, and is renewable for the sophomore, junior and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, N.Y., who exhibit a combination of academic and extracurricular promise.

The New York City Special Scholarship, established in 1990 by a challenge grant and by matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis and Jefferson; second preference to students from rural counties in Vermont, New Hampshire and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

The Frank and Mary Lou Owens Scholarship, established by Charter Trustee Amy Owens Goodfriend, Class of 1982, is named in honor of her parents and is awarded with preference given to students from Clinton, N.Y., or the Mohawk Valley.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Olive S. Quackenbush Scholarship was established through the bequest of Olive S. Quackenbush, a friend of the College. The scholarship is awarded to students from the greater Utica, N.Y., area who demonstrate financial need.

The Regan Family Scholarship, established in 2002 by R. Christopher Regan, Class of 1977, and his wife, Leslie Conway Regan, Class of 1979, and his brother, Peter M. Regan, Class of 1975, and his wife, Aviva Schneider, Kirkland College Class of 1976, is awarded to students demonstrating financial need, with preference given to students from Upstate New York.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Romano Entrepreneurs Fund, established in 1999 by Utica businessman F.?Eugene Romano, Class of 1949, in honor of his 50th reunion, provides scholarship support to Hamilton students from the Greater Utica/Mohawk Valley area who are interested in becoming entrepreneurs and in living and working in the

Utica area after graduation.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

The Andrew C. Scala Scholarship, established by Robert A. Scala, Class of 1953, and his wife, Janet C. Scala, in memory of Robert's father, is awarded with preference given to a deserving student of Italian descent from Upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a life trustee of the College, are awarded to first-year students of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, N.Y., area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome (N.Y.) Free Academy; second to students from the City of Rome or Oneida County; and finally to students from Central New York.

The 3rd Battalion, 26th Marines Scholarship, established through a gift from Col. Kurt L. Hoch, USMC (Ret.), a member of the Class of 1944, is awarded to rising sophomore, junior or senior students demonstrating financial need and strong leadership skills either through involvement in campus or community activities with preference given to students from Herkimer, Lewis, Madison or Oneida (N.Y.) counties who have an honorable familial background in the U.S. Marines Corps.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The John W. Uhlein '79 Scholarship is awarded to studetns demonstrating promise and financial need with preference given to individuals who have participated in the Prep for Prep program, or a similar precollegiate, educational leadership program.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, N.Y.

The Dale P. Williams '49 Family Scholarship was established by Dale P. Williams, Class of 1949, and his wife, Mary Lou, along with their children, Mitchell R. Williams, Class of 1978, and Suzanne Williams Vary, Class of 1982, and other family members and friends. Preference is given to students from Oneida, Herkimer and Lewis counties, New York.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (N.Y.) High School.

The Women's Christian Association of Utica Scholarship, established by the association, provides awards to female students. Preference is given to residents of Oneida County, N.Y.

North Carolina

The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from the state of North Carolina.

Ohio

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Kessler Family Scholarship, established by John W. and Charlotte P. Kessler, parents of Jane Kessler Lennox, Class of 1992, is awarded to students demonstrating financial need with preference given to those from northeastern Ohio, including the greater Columbus area.

The Tunnicliffe Scholarships are available first to students from northwestern Ohio, and second to any student who qualifies for financial aid.

Oklahoma

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

South Carolina

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

Texas

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a life trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Vermont

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis and Jefferson; second preference to students from rural counties in Vermont, New Hampshire and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Western States

The David Butcher Memorial Book Award is made with first preference given to incoming students from California or the West Coast. The award may be renewed for the sophomore year.

The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin

The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

International

The Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Russell T. Blackwood Scholarship was established by Jaime E. Yordán, a member of the Class of 1971 and a trustee of the College, in honor of Russell T. Blackwood, Hamilton's John Stewart Kennedy Professor of Philosophy, Emeritus. A complementary fund to The Arnold L. Raphel Memorial Scholarship for female students from Pakistan, this scholarship is awarded with preference to male students from that country.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former trustee of the College, and is awarded to foreign students enrolled at the College.

The Charlotte Perrins Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a female student from the British Isles.

The Howard F. Comrie Scholarship, established by the will of Mr. Comrie, Class of 1922, is awarded with preference given to a male student from the British Isles.

The Howard and Charlotte Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a student of Greek nationality or origin who is a graduate of Athens College in Greece.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to female students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Mass., is awarded to minority students.

The Alpha Delta Phi Fraternity Scholarship was established by the Hamilton College chapter of the Alpha Delta Phi fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Anonymous Trustee Scholarship is awarded on the basis of demonstrated financial need, with preference given to a first-generation college student.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The Robert P. Bagg, Sr. '12 Scholarship was established by Dr. Richard C. Bagg, Class of 1944, in memory of his father, Robert P. Bagg, Sr., member of the Class of 1912 and a trustee of the College. The scholarship is awarded with preference given to students who display leadership, creativity and determination in the classroom and in extracurricular activities.

The Baker Family Scholarship, which recognizes three generations of Bakers at Hamilton, is awarded with preference given to students who have declared a concentration in economics.

The Barrett-Briggs Scholarship Fund established by Thomas J. Schwarz, Class of 1966, in honor of Professors Edwin Barrett and Austin Briggs, long-standing and distinguished professors of English at Hamilton, is awarded to rising juniors or seniors majoring in English who have demonstrated outstanding academic excellence, superior writing abilities and significant financial need.

The Bates Family Scholarship, established by Janet M. Bates in honor of her late husband, George P. Bates, Class of 1936, and his brother, John H. Bates, Class of 1936, who was killed in action during World War II, is awarded with preference given to Hamilton students in their junior and senior years who plan to pursue a career in medicine.

The Andrew W. Begley Scholarship was established in memory of Andrew W. Begley, Class of 1999, by his family and friends. The scholarship is awarded to a rising junior or rising senior majoring in economics who demonstrates financial need.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Seymour Bernstein Scholarship was established by Richard Bernstein, Class of 1980, in honor of his father, Seymour Bernstein. The scholarship is awarded with preference given to minority students studying chemistry or science.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding first-year student who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood Family Scholarship, established by the Blood family and their friends in honor of Wayland P. Blood, Class of 1914, is awarded with preference given to students with a broad range of interests both inside and outside the classroom.

The Jane D. and Ellis E. Bradfield Scholarship is awarded to incoming students who evidence strong academic profiles, along with considerable financial need. Preference is given to first-generation college students. The award may be renewable for subsequent years provided the recipients maintain at least a B average and demonstrate a commitment to and involvement in the greater Hamilton community.

The Donald E. Burns Delta Kappa Epsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Kappa Epsilon fraternity and will be used solely for students who are members, or descendants of alumni who were members, of that fraternity.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Mac Bristol Scholarship, established in honor of William M. Bristol, III, Class of 1943 and chairman of the board of trustees from 1977 to 1990, is awarded to that sophomore who is a strong student, an active participant in the classroom and in extracurricular activities, and who possesses high ideals and demonstrates community leadership.

The William M. Bristol, Jr. Scholarships, established through the bequest of William M. Bristol, Jr., Class of 1917, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry to be designated by the pastor and the

session of the First Presbyterian Church of Utica, N.Y., or by the College.

The Florence and Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Minority Scholarship was established on the occasion of the 10th reunion of the class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its commencement. It is awarded to a rising senior to reduce the recipient's debts.

The 1LT Michael J. Cleary '03 Scholarship was established in 2006 in memory of 1LT Michael J. Cleary, Class of 2003, by his family and friends. 1LT Cleary died in December 2005 while in the service of his country in Iraq. This scholarship is awarded to students who demonstrate the highest qualities of citizenship, commitment and spirit of service to Hamilton and the greater community, with preference given to students who are the sons or daughters of an individual injured or killed in the service of their country.

The Earl C. Cline Scholarship, established by family members in memory of Earl C. Cline, Class of 1956, is awarded to students who demonstrate high moral values.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Robert E. Cook Scholarship Fund was established by Camberly G. Cook, Class of 1991, and Duncan S. Routh, Class of 1990, in honor of Ms. Cook's father. This scholarship provides support to students demonstrating financial need. Preference is given to first-generation college students.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Sean C. Delaney Scholarship, established by friends and classmates of Sean C. Delaney, Class of 1980, is awarded with preference given to a rising sophomore who demonstrates campus citizenship, positive influence on others and intellectual passion.

The Delta Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Upsilon fraternity. Preference is given to students who are members, or to descendants of alumni who were members, of that fraternity.

The Dirvin Family Scholarship, established by Gerald V. Dirvin, Class of 1959, and his wife, Polly, is awarded to students who have evidenced outstanding public speaking skills and demonstrate financial need.

The Edwin W. Dixon, Mary E. Dixon, Julia D. Comstock, Helen B. Comstock and Doane C. Comstock Scholarship was established by Doane Comstock, a member of the Class of 1927, and his wife Helen Brancati Comstock. It is awarded to students at Hamilton College who are U.S. citizens, and who have demonstrated outstanding scholastic ability as well as a need for financial assistance.

The Doremus Scholarship Fund, established by Dr. William Doremus, Class of 1942, is awarded with preference given to students displaying a high degree of integrity and honesty, and who contribute to the Hamilton community outside of the classroom.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The James Taylor Dunn Scholarship, established by James Taylor Dunn, Class of 1936, to honor James W. Taylor, Class of 1838, is awarded with preference given to students in the liberal arts who are in need of scholarship assistance and whose academic performances have earned them places on the Dean's List.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The Emerson Literary Society Scholarship was established at Hamilton College by the Emerson Literary Society. Preference is given to students who are members, or descendants of alumni who were members, of that society.

The Henry C. Estrabrook Scholarship, established through a distribution from the trust of Louise Pike, is awarded with preference given to students studying biology or Latin.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character and salutary influence on the life of the College.

The Douw Henry Fonda Memorial Scholarship in Journalism, established through a bequest from Jane Fonda Randolph in memory of her brother, Douw H. Fonda, Class of 1931, is awarded to students who have distinguished themselves as writers and who are considering a career in journalism.

The Qijia Fu '96 Memorial Scholarship was established in memory of Qijia Fu, Class of 1996, by his family and friends. It is awarded to students demonstrating financial need, with preference given to students who study physics, who are dedicated to the pursuit of truths in science and who are modest, sincere and always ready to help others.

The Dr. Joe and Ann Gadbaw Family Scholarship was established by Dr. Joseph J. Gadbaw, Class of 1939. It is awarded to students demonstrating financial need, with preference given to those following a pre-medical course of study.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The J. Edward and Marie M. Hacker Scholarship, established by James E. Hacker, Class of 1981, in honor of his parents, is awarded with preference given to a student who is pursuing either a major or a minor in music.

The Doris M. and Ralph E. Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, and his wife, Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Edith Hale Harkness Scholarship, established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded with preference given to students in the performing arts.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr. in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the classical languages, American history or English.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in

honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the society and who satisfies the College's regular requirements for financial aid.

The Clara B. Kennedy Scholarships, established by Karen A. and Kevin W. Kennedy, Class of 1970, in honor of Mr. Kennedy's mother, are awarded with preference given to entering minority students who show promise in terms of their ability to contribute to academic and campus life at Hamilton. The scholarships are renewable.

The Karen A. Kennedy, M.D. Scholarship, established in her honor by her husband, Kevin W. Kennedy, Class of 1970, is awarded with preference to students who intend to go to medical school and who show compassion for members of the Hamilton community.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The A.G. Lafley Scholarship, established by A.G. Lafley, Class of 1969, is awarded to students whose academic work includes an emphasis on globalization across the curriculum. Preference is given to students who participate in Hamilton's New York City or Washington, D.C., semesters (or similar domestic off-campus study programs) and a Hamilton-approved study-abroad program.

The Leavenworth Scholarship, established by Elias W. Leavenworth in 1882, is awarded to students with the name of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to talented undergraduates who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, for a senior in the Emerson Literary Society. If awarded to a senior, it is intended for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The Ethel K. Marran Scholarship, established by Ethel K. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The David E. Mason Scholarship, established by David E. Mason, Class of 1961, is awarded to a member of Alpha Delta Phi.

The John P. and Marguerite McMaster Scholarship, established through a bequest from the estate of Marguerite McMaster, is awarded with preference given to students intending to pursue a career in sociology.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The Morgan Family Fund, established by Susannah Morgan, Kirkland College Class of 1972, and her husband, James A. Morgan, Jr., Class of 1971, provides financial support (either through scholarships or tutorials) to students with learning challenges.

The Lance R. Odden Scholarship was established in honor of Lance R. Odden, headmaster of the Taft School in Watertown, Conn., by George F. Little II, Class of 1971. It is awarded to graduates of the Taft School who clearly demonstrated academic excellence and leadership capabilities while attending that institution.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers and contribution to the extracurricular life of the College.

The Florence Husband and Paul Parker Scholarship in honor of Florence Husband, an accomplished photographer, and Paul Parker, a long-time professor of art at Hamilton, is awarded with preference given to students enrolled in art or photography courses.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity and determination in the classroom and in extracurricular activities.

The Psi Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Psi Upsilon fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Norman F. Ruhle Scholarship was established by Muriel Ruhle, wife of Norman F. Ruhle, Class of 1937, in Mr. Ruhle's memory and on the occasion of the 60th reunion of the Class of 1937. It is awarded with preference given to juniors or seniors who demonstrate superior academic records and outstanding character, and who are majoring in history, government, foreign affairs or related subjects.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.) 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Howard J. Schneider, M.D. Scholarship, established in honor of Howard J. Schneider, Class of 1960, is awarded with preference given to a student excelling in science who has also displayed involvement and leadership in extracurricular activities.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Scurci Family Scholarship, established in 2004, is awarded to students demonstrating financial need, with preference given to those with a broad range of interests inside and outside the classroom.

The September 11th Scholarship Fund at Hamilton College was established in 2001 by a lead gift from Hamilton Trustee Stephen I. Sadove, Class of 1973, along with hundreds of gifts from alumni, parents and friends, to honor the memory of Sylvia San Pio Resta, Class of 1995, Arthur J. Jones III, Class of 1984, and Adam J.Lewis, Class of 1987 — Hamilton alumni who tragically lost their lives during the Sept. 11, 2001, terrorist attacks on America. The scholarship is awarded based on financial need in the following order of preference: first, to students who are direct descendants of those alumni listed above; second, to students who are direct descendants of any other victim of the September 11th attacks; third, to students who are the direct descendants of victims of future national calamities; fourth, to students who have lost a parent for any reason.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, 1875 or 1876; second to a student from the West Coast; and third at the discretion of the College.

The Margaret and Herman Sokol Scholarship was established by Margaret M. Sokol, a friend of the College, to honor the memory of her husband, Herman Sokol, who held a Ph.D. from New York University in organic chemistry and had a distinguished career with Bristol-Myers Squibb. The scholarship is awarded to students demonstrating financial need, with preference given to students studying chemistry.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The James Aloysius Stover Scholarship for Adirondack Adventure Fund was established in 2004 in memory of James, son of Susan Anderson, Class of 1987, and Keith Stover, Class of 1984, by his family and friends to provide support to first-year students with demonstrated financial need who wish to participate in the Adirondack Adventure Program.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Eugene M. Tobin Scholarship honors Hamilton's 18th president for his 23 years of dedicated service to the College community, including 10 years as president. Initiated by President Tobin's family, the scholarship is awarded to students with an interest in and aptitude for the study of history, as well as demonstrated leadership and problem-solving abilities.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to first-year students who have demonstrated leadership qualities in secondary school and who are identified by the Admission Committee as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior and senior year, depending upon student performance.

The John W. Uhlein '79 Scholarship is awarded to students demonstrating promise and financial need

with preference given to individuals who have participated in the Prep for Prep program, or a similar pre-collegiate, educational leadership program.

The Richard J. and Jean F. Valone Scholarship, established by Dr. Valone, Class of 1943, and his wife, Jean, is awarded with preference given to students who are planning a career in medicine.

The Henry B. Watkins Scholarship is awarded to an incoming student who has demonstrated academic excellence with preference given to one who has shown an active involvement through volunteerism in his/her local community's not-for-profit organizations..

The Kenneth J. Watkins '25 Scholarship was established by Russel A. Bantham, Jr., Class of 1963, and his wife, Ann Watkins Bantham, to honor the memory of Mrs. Bantham's father, Kenneth J. Watkins, Class of 1925. Mr. Watkins was a loyal and dedicated alumnus who built his career teaching science at Utica Free Academy in Utica, N.Y. The scholarship is awarded to students demonstrating financial need, with preference given first to students majoring in biochemistry, second to those majoring in chemistry and third to those majoring in one of the natural sciences.

The Michael S. White Scholarship was established in his memory by friends of Michael S. White, Class of 1972. It is awarded in recognition of campus citizenship, school spirit, sensitivity to and positive influence on others, camaraderie and a sense of fun.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a woman who is interested in the study of foreign languages and who has demonstrated leadership in broad-based extracurricular activities.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Lawrence A. Wood '25 Memorial Scholarship was established by Margaret Buoy Wood in memory of her husband, Lawrence A. Wood, a member of the Class of 1925. It is awarded with preference given to students studying physics.

The Kirkland Endowment
The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son, and provides scholarships with preference given to women from the Syracuse, N.Y., area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland boards of trustees.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to women from the New York City area.

Prize Scholarships
Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class & Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior and senior classes who, in the preceding year, has achieved the best record in college coursework.

The Robert A. Bankert, Jr. Prize Scholarship was established in 1970 in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in extracurricular activities and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages and co-curricular involvement; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to a rising sophomore, junior or senior music student who is an outstanding performer, composer, scholar or leader in music and who is also an active participant in a broad range of extracurricular activities.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the board of trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who has demonstrated strong academic ability, as well as broad-based extracurricular involvement and the potential for leadership in the Hamilton community.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer and who maintains a minimum average of 85.

The Class of 2003 Memorial Prize Scholarship, established by the Class of 2003 in memory of their classmates and friends Jared Good, Matthew Houlihan and Christopher Kern, is awarded at the end of the sophomore year to that individual who exemplifies the true characteristics of a Hamiltonian as demonstrated by Jared, Matt and Chris.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959 to 1983, is awarded to a student concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, is awarded to a junior who possesses the outstanding qualities of leadership and character as evidenced by broad-based participation in extracurricular activities at Hamilton.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Classics Department and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science or social science; ranks in the top tenth of

the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately 10 students at the end of their first year in recognition of academic achievement, character and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who has excelled in the study of German and who elects an advanced course in that subject during the senior year.

The Milton F. Fillius, Jr./Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton and who is likely to make a significant contribution to society in the future.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character and salutary influence on the life of the College.

The Donald A. Hamilton Prize Scholarship, established by the family and friends of Mr. Hamilton, Class of 1924, is awarded to a junior who has displayed leadership, creativity and determination in the classroom and in extracurricular activities, and who has made exceptional academic improvement in the previous year.

The Ann Miller Harden Prize Scholarship, established in memory of Ann Miller Harden in 1993 by her husband and Hamilton College Trustee David E. Harden, Class of 1948, is awarded to the outstanding woman painter at the end of her sophomore year. Additional special scholarships may also be awarded, upon recommendation of the Art Department faculty, to studio art students demonstrating exceptional promise.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing and financial need.

The Matthew Houlihan Prize Scholarship, made possible by an annual gift from the Matthew Houlihan Foundation, was established in 2002 in memory of Matthew Houlihan, Class of 2003. It is awarded to a rising senior who demonstrates solid academic achievement (minimum 3.0 GPA), strong extracurricular involvement, a loyal commitment to classmates, exemplary school citizenship and unselfish devotion to Hamilton.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the board of trustees, is awarded after the first year to one or two students who have demonstrated notably strong characteristics of leadership and

who are in good academic standing. Preference is given to minority students.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a life trustee of the College, and his wife, Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Kirkland Alumnae Prize Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity and ingenuity, and who has the ability to achieve objectives through self-directed academic and nonacademic pursuits.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, is awarded to the Hamilton student who has demonstrated academic excellence along with outstanding determination, leadership and commitment in extracurricular activities.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Willard Bostwick Marsh Prize Scholarships, established by Willard B. Marsh, Class of 1912, in memory of President Melancthon Woolsey Stryker, Class of 1872, are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Michael Maslyn '01 Memorial Prize Scholarship, established by the Class of 2001 (through their Senior Class Gift) in memory of their classmate, Michael Maslyn, is awarded at the end of the junior year to that individual who demonstrates exceptional class spirit.

The Carl B. Menges Prize Scholarship in College Governance was established in 2000 by John D. Phillips, Jr., Class of 1969, in honor of Carl B. Menges, Class of 1951. This scholarship is awarded to a junior or senior who writes the best essay on any significant aspect of college governance, broadly defined to include academic, administration, admissions, alumni, building and grounds, endowment, finance, student life and trustee issues.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid and campus citizenship.

The Oren Root, Jr. Prize Scholarships, established by friends of Professor Root, who taught mathematics at Hamilton from 1860 to 1862 and again from 1880 to 1907, are awarded to the two juniors who have the best records in mathematics during the first and second years and who continue that subject through the junior year.

The Jenny Rubin Memorial Prize Scholarship, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing

commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to an upcoming junior who demonstrates good academic performance, financial need, enthusiasm for life and dedicated participation in extracurricular activities.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.) 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to the senior who has stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference is given to candidates who entered Hamilton as first-year students with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a rising sophomore who has achieved academic excellence, has need for scholarship aid and who has enrolled in at least one course in the Classics Department.

The Frederick Reese Wagner Prize Scholarship in English, established by former students and others in honor of Professor Wagner, who taught English at Hamilton from 1969 to 1995, is awarded for excellence in the study of English literature.

The Sam Welsch Memorial Prize Scholarship in Computer Science, established in memory of Sam Welsch by Jason Fischbach, Class of 1994, and his parents, is awarded to a student who excels in and shows enthusiasm for the study of computer science. The award is not limited to computer science concentrators.

The Sidney and Eleanor Wertimer Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., honor Sidney and Eleanor Wertimer for their dedication to Hamilton and its students. The prize scholarships are awarded to up to five juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in general chemistry in the first year.

The Class of 2009 Community Service Memorial Prize Scholarship is awarded to that rising junior or rising senior who has demonstrated a significant and substantial commitment to community service, and, by their involvement, has affected a positive impact on the campus and the surrounding communities including, but not limited to, the Village of Clinton, N.Y. Established by the Class of 2009, this prize honors the memory of their classmates Katharine Eckman and Andrew Sheridan.

Fellowships
Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the female graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The Bristol Fellowship began in 1996 as part of a gift to Hamilton College by William M. Bristol, Jr., Class of 1917. Created by his family, this fellowship is designed to encourage Hamilton students to experience the richness of the world by living outside the United States while pursuing a project of deep

personal interest.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.) 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

Hamilton College Fellowship at Vanderbilt Law School, established by the Stephen J. Weaver Foundation and by James W. Coupe, Class of 1971, provides fellowships to Hamilton graduates who matriculate at Vanderbilt University Law School. Preference will be given to first-year law students. Recipients may be reappointed for subsequent years.

The George Watson's College, Edinburgh, Scotland, Teaching Assistantship was established as an exchange between George Watson's and Hamilton to provide a recent graduate with a comprehensive teaching opportunity.

The Hamilton Fellow at George Watson's College in Edinburgh, Scotland, serves as an internship in teaching, extracurricular activities and dormitory counseling.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Henry M. Love Fellowship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internship Support
Internships are awarded to support student research projects during the academic year or over the summer.

The Joseph F. Anderson '44 Internship Fund provides stipends to support full-time internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Bristol-Myers Squibb Fellowship Program, made possible through grants from the Bristol-Myers Squibb Foundation, provides support for students engaged in summer research projects.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin Casstevens, Class of 1980 and Michael Casstevens, Class of 1991, to support students working on special research projects.

The Class of 2006 Internship Fund provides support for expenses associated with full-time, unpaid summer student internships, including, but not limited to, related transportation, room and/or board expenses.

The George and Martha Darcy Internship Support Fund provides cost-of-living stipends to students possessing a B average or better and pursuing full-time internship opportunities in the areas of communications, writing, advertising, public relations, publishing and/or media, including print journalism

and telecommunications. Preference will be given to students undertaking an internship during the summer between their junior and senior years.

The General Electric Fellowship Program for Minority Science Student Research, made possible through a grant from the General Electric Foundation, provides support for minority students conducting scientific research during the summer.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, provides support for science students conducting research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students pursuing independent summer research projects.

The Jeffrey Fund Science Internship supports stipends for off-campus student internships in the sciences and/or on-campus faculty-student collaborative research projects in the sciences.

The Monica Odening Student Internship and Research Fund in Mathematics, established by Life Trustee William M. Bristol, III '43 in honor of his granddaughter, Monica Hastings Lee Odening, Class of 2005, provides support for directed student internships in mathematics and student-faculty collaborative research in mathematics.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a professor of geology at Hamilton, provides support for undergraduates pursuing geological field research. Preference is given to summer field research projects.

The Summer Internship Support Fund, established by John G. Rice, Class of 1978, provides grants to cover out-of-pocket expenses, including housing and travel, associated with both paid and unpaid student summer internship opportunities at profit and not-for-profit organizations.

The Steven Daniel Smallen Memorial Fund for Student Creativity, established by Ann and David Smallen in memory of their son, Steven, encourages student creativity by providing funds for projects displaying some, or all, of the characteristics of originality, expressiveness and imagination.

The Sergei S. Zlinkoff Student Medical Research Fund, established by the Sergei S. Zlinkoff Fund for Medical Education, provides research support for pre-medical students or for students engaged in research related to the field of medicine.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the College community or personal character. Prizes are awarded in the fall, in the spring on Class and Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the first-year class who has the best academic record.

The Frederick Edmund Alexis Bush Award is awarded each year to a member of the Student Assembly who is a great leader, a devoted representative to his or her class, and a hard worker — an individual who follows through and ensures greatness.

The G. Harvey Cameron Memorial Prize, established by family, friends and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that first-year student or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Arthur O. Eve Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one or two years of Latin, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the dean of students, has shown the greatest scholastic improvement in the spring term of the

first year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The David J. Gray Prize in Sociology is awarded to the outstanding senior concentrator in honor and memory of Professor Gray, the first chair of the Sociology Department.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Hamilton College Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque with the student's name inscribed thereon.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr. in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Constantine Karamanlis Prize in World Politics was established by Constantine Karamanlis, Class of 1998, and his family. The prize honors the memory of Mr. Karamanlis' uncle, the former President of Greece, Constantine Karamanlis. The prize is awarded to the outstanding senior concentrator in world politics.

The Kirkland Prize, established by Abigail R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of

1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Leo Mackta Prize in Physics, established in honor of Dr. Leo Mackta by his daughter, Betsy Mackta Scott, Kirkland College Class of 1972, and her husband, Thomas J. Scott, Jr., is awarded to a student who excels in applied physics.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Jeremy T. Medina Prize is awarded to a freshman or sophomore who has demonstrated outstanding academic excellence and has been accepted into the subsequent year's Hamilton College Academic Year in Spain Program.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geosciences field work.

The Phi Beta Kappa Book Prizes were established by an alumnus and his wife to recognize and to encourage students who have completed their first year at Hamilton and are likely to become eventual candidates for election to Phi Beta Kappa. The prizes are awarded to the 10 students who have the highest grade point averages at the conclusion of their first year of study.

The Walter Pilkington Memorial Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Prizes for Excellence in Chinese Language and Literature were established by Hong Gang Jin and De-Bao Xu, both of whom are professors in the East Asian Languages and Literatures Program at Hamilton. Two prizes are awarded each year: one for excellence at the introductory level of study, and one for excellence at the advanced level.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, N.Y., and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the faculty and provides a scholarship for the study of biology during the summer.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class who, in the judgment of the director of athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geosciences and excelling in the courses in that concentration.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in biochemistry/molecular biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Economics is awarded to the outstanding senior concentrator in economics.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Neuroscience is awarded to the outstanding senior concentrator in neuroscience.

The Senior Prize in Theatre is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a romance language.

The Rusty Smith Memorial Teaching Prize in Computer Science, established in memory of Russell G. Smith III, Class of 1995, is awarded to that concentrator selected as being most committed to helping other students of computer science through shared learning. The recipient receives the designation of head departmental teaching assistant.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tarbell Book Prize in Organic Chemistry is awarded to that student who has just completed organic chemistry with distinction, demonstrated high aptitude for the subject matter and evinced strong interest in organic chemistry.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, and increased by J. Platt Underwood, Class of 1870. It is awarded to a senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletic program.

The Michael S. White Prize was established in memory of Michael S. White, Class of 1972, by Mr. and Mrs. John F. White, his parents. The prize, an engraved plaque, is awarded to two graduating seniors — one each from both the men's and women's ice hockey teams — in recognition of team spirit, leadership and integrity.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, has the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the first-year class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded to the member of the junior class attaining the greatest proficiency in romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking and Writing Prizes

Public Speaking Prizes
The Clark Prize, established by Aaron Clark and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to four students, one in each class, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Excellence in Public Discourse and Advocacy was originally established by his son, Warren Wright, with its legacy furthered by his grandson, Scott Wright, Class of 1975. The prize is awarded to a junior or senior who has demonstrated excellence in these areas within the academic environment.

The Warren E. Wright Public Speaking Prize, established by Robert S. Ludwig, Class of 1972 in honor of Warren E. Wright, the Upson Professor of Rhetoric and Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes
The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for First-Year Students, established by Walter I. Kass, Class of 1978, in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the first-year class.

The Doris M. and Ralph E. Hansmann Poetry Prize is awarded in honor of Ralph, Class of 1940, and his wife, Doris, each year by the Academy of American Poets. This prize is based upon the results of a competition involving more than 200 colleges and universities.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1932 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore and first-year student, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in an introductory-level course in English-language literature.

The Jeffrey P. Mass Prize in Japanese History, established in 2002 by Rosa W. Mass in honor of her husband, Jeffrey P. Mass, Class of 1962, is awarded to the student writing the best essay on the subject of Japanese history.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The William Rosenfeld Chapbook Prize in Creative Writing was established in honor of William Rosenfeld, a member of the faculty from 1969 to 1995, who directed the programs in creative writing at both Kirkland and Hamilton colleges. Awarded annually to a graduating senior whose portfolio of poetry, prose fiction or drama is selected by faculty members in the Department of English, the prize provides for

the publication of a chapbook of the student's creative writing.

The Alfred J. and A. Barrett Seaman Prizes in Writing were established in 2001 by A. Barrett Seaman, Class of 1967 and a trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be sophomores who demonstrate excellence in writing, richness and clarity of thinking, and the ability to effectively communicate to a wide audience.

The Soper Essay and Research Prizes were established by Arthur W. Soper, Class of 1893. The essay prize is awarded to the best senior project for each semester. The research prize is awarded for the best senior thesis.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Federal and State Assistance Programs

Federal Awards
All federal assistance programs are constantly under review. The statements below were accurate as of May 2008, but subsequent legislation may have altered some of the programs. Please contact the Office of Financial Aid if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Pell Grants
Pell Grants are given to students whose federally-defined expected family contribution is less than $4,041. Grants for full-time study currently range between $890 and $4,731. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.
The amount of an individual's award is determined by the Office of Financial Aid based on the results of a candidate's Free Application for Federal Student Aid (FAFSA).

In order to continue receiving awards, a student must make satisfactory academic progress and must not owe any refunds to the Federal Pell Grant or other federal student aid programs or be in default on repayment of any student loan.

ACG and Smart Grants
Academic Competitiveness Grants are for freshman and sophomore Pell Grant recipients who are U.S. citizens, studied a "rigorous" curriculum in high school and maintain a 3.0 G.P.A. at Hamilton. Smart Grants are given to junior and senior Pell Grant recipients who are U.S. citizens, declare certain academic majors (as set by the Department of Education) and maintain a 3.0 G.P.A. at Hamilton.

Supplemental Educational Opportunity Grants (FSEOG)
Supplemental grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. The College's annual federal allocation of FSEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for FSEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Perkins Loan Program
All candidates who apply for assistance are considered for a Federal Perkins Loan. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Federal Perkins Loan debt is $20,000 through completion of the baccalaureate degree, but not more than $4,000 in any one year. The current interest rate on Federal Perkins Loans is 5 percent on the unpaid balance. Repayment normally begins after graduation. Deferments and loan forgiveness are possible under certain conditions, including military service and work in the Peace Corps or VISTA.

Family Education Loan Program
The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Federal Stafford Loan Program, and parents may borrow through a the PLUS loan program. Interest subsidy for Federal Stafford Loans, however, is restricted to those borrowers who demonstrate eligibility based on the Federal Methodology. All student borrowers must file the Free Application for Federal Student Aid (FAFSA). The combined Federal Stafford, PLUS and other student aid cannot exceed the cost of attendance. Federal Family Loans are available only to United States citizens or to noncitizens who have permanent resident status.

Robert T. Stafford Federal Student Loan Program
Loans of up to $3,500 for first year, $4,500 for second year, and $5,500 for third- and fourth-year students are available for study at Hamilton through the Federal Stafford Loan Program. Maximum dependent undergraduate indebtedness cannot exceed $23,000. Starting in July 2008, the interest rate on Federal Stafford Loans is fixed at 6.0 percent (subsidized) or 6.8 percent (unsubsidized). Even though the statutory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need.

PLUS Loans
Federal Parent Loans for Undergraduate Students are available to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of education, less other financial assistance received by the student. The interest rate for a Federal PLUS is fixed at 8.5 percent.

College Work-Study Program
Financial aid plans often include a work component. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans
Students who are at least one-fourth Native American Indian, Eskimo or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months. Educational benefits through the Montgomery GI Bill may be available to those qualified veterans who entered active duty for the first time after June 30, 1985. Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards
In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Children of Veterans (CV) requires the following minimal levels of academic progress:

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the first year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the registrar or the director of financial aid.

Tuition Assistance Program (TAP)
The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family taxable income (income after deductions). Taxable income is adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent. The maximum adjusted taxable income for TAP eligibility for dependent applicants is $80,000. Awards range from $500 to $5,000 per year, depending on income and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her award is reduced by $100 for each subsequent year of study.

Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to 10 semesters.
Applicants for TAP must first file a FAFSA. The United States Department of Education will forward relevant data of New York State residents to the New York State Higher Education Services Corporation (HESC) for further processing. Filers who do not hear from HESC by May 1 or three weeks after filing, whichever occurs last, should call the Financial Aid Office for assistance. Application status may be viewed on-line, and detailed information about all programs administered by HESC can be obtained at http://hesc.state.ny.us/index.html.

Awards for Children of Veterans (CV)
An award of $450 per year is available to children of veterans who have died, have a current disability of 40 percent or more, or had such a disability at the time of death, resulting from United States military service during specified periods. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans
Awards of $2,000 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Memorial Scholarships
Memorial Scholarships provide financial aid, equivalent to the cost of tuition and fees at the State University of New York, to dependent children and spouses of deceased firefighters, police, corrections or peace officers and emergency service workers who have died of injuries sustained in the line of duty in service to the state of New York.

NYS Scholarship for Academic Excellence
Scholarships for Excellence provide up to $1,500 per year for up to five years of undergraduate study in New York State colleges.

New York Lottery Leaders of Tomorrow Scholarship
One student from every public and non-public participating high school who applied will receive a $1,000 award for four years.

World Trade Center Memorial Scholarship
The World Trade Center Memorial Scholarship guarantees access to a college education for the families and dependents of the victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001, terrorist attacks. The amount of the award is tied to the cost of enrolling in the State University of New York.

Arthur O. Eve Higher Education Opportunity Program (HEOP)
HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

Trustees and Faculty

The Hamilton College Board of Trustees

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Françoise Davis
Instructor in French; Licence ès Lettres, University of Bordeaux

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Leavenworth Professor of English; A.B., University College of the West Indies; M.Litt., University of Oxfor

Gillian Gane
Assistant Professor of English; B.A., Rhodes University, South Africa; B.A., University of the Witwatersrand, South Africa; M.A., University of Essex, England; Ph.D., University of Massachusetts at Amherst

George Albert Gescheider
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Philip Grady
Head Coach, Men's Ice Hockey; Intramural Director; Jerome Gottlieb '64 Coaching Fellow and Professor of Physical Education; B.S., Norwich University; M.S., State University of New York at Albany

Robin Bryan Kinnel
Silas D. Childs Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Edwin Borden Lee, Jr.
Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University

Eugene Milton Long
Professor of Physical Education; B.S. and M.S., State University of New York College at Cortland

Ivan Marki
Edmund A. LeFevre Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

Jeremy Tyler Medina
Burgess Professor of Romance Languages and Literature; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

Thomas Edward Murphy
Head Coach, Men's Basketball; Professor of Physical Education; B.S. and M.Ed., Springfield College

John Higbee O'Neill
Edmund A. LeFevre Professor of English; B.S., Wisconsin State College; A.M. and Ph.D., University of Minnesota

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John and Anne Fischer Professor of the Fine Arts; B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology

Philip M. Pearle
Professor of Physics; B.S., M.S. and Ph.D., Massachusetts Institute of Technology

Donald Brandreth Potter
Professor of Geology; A.B., Williams College; A.M., Brown University; Ph.D., California Institute of Technology

Eugene Charles Putala
Professor of Biology; B.S. and M.S., University of Massachusetts; Ph.D., University of California at Berkeley

Douglas A. Raybeck
Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

Comfort Cary Richardson
Assistant Professor of Physical Education; A.B., Vassar College; A.M., Haverford College

James Walter Ring
Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester

William Rosenfeld
Marjorie and Robert W. McEwen Professor of English; A.B., Utica College; A.M. and Ph.D., University of Minnesota

Carol Schreier Rupprecht
Professor of Comparative Literature; B.S., University of Virginia; A.M, M.Phil. and Ph.D., Yale University

Henry John Rutz
Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University

Richard Francis Somer
Upson Professor of Rhetoric and Oratory; A.B. and Ph.D., University of Illinois; A.M., Southern Illinois University

Santiago Tejerina-Canal
Professor of Hispanic Studies; Licenciatura, Filosofia y Letras, Universidad Central de Barcelona; M.A. and Ph.D., University of Massachusetts at Amherst

Manfred E. von Schiller
Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Victoria V. Vernon
Associate Professor of Comparative Literature; B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley

Frederick Reese Wagner
Professor of English; A.B., A.M. and Ph.D., Duke University

Active
This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the faculty. The letters F and S following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Term in Washington); JYF (Junior Year in France); MFE (Mellon Faculty Exchange); NYC (New York City Program). The lower-case letters, f and s, indicate the terms during which visiting faculty members will teach at the College.

Vivyan C. Adair (1998)
Elihu Root Peace Fund Associate Professor of Women's Studies; B.A., M.A. and Ph.D., University of Washington, Seattle

Abhishek Amar (2010) fs
Visiting Assistant Professor of History; B.A., Dyal Singh College; M.A. and M.Phil., Jawaharlal Nehru University; Ph.D., University of London

Douglas Ambrose (1990)
Professor of History; B.A., Rutgers University; M.A., University of Rochester; Ph.D., State University of New York at Binghamton

Aubrey Anable (2009) fs
Visiting Assistant Professor of English; B.A., University of California, Santa Barbara; M.A. and Ph.D., University of Rochester

Tobin Anderson (2004)
Head Coach, Men's Basketball; Assistant Professor of Physical Education; B.A., Wesleyan University; M.Ed., Florida State University

Frank Michael Anechiarico (1976)
Maynard-Knox Professor of Government and Law; A.B., Hamilton College; A.M. and Ph.D., Indiana University

David G. Bailey (1990)
Associate Professor of Geosciences; B.S., Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Mark W. Bailey (1997)
Associate Professor of Computer Science; B.A., University of Massachusetts, Amherst; M.S. and Ph.D., University of Virginia

Erol M. Balkan (1987)
Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

Arpita Banerjee (2010) fs
Visiting Assistant Professor of Economics; B.S. and M.S., University of Calcutta; M.A. and Ph.D., University of New Hampshire

Scott M. Barnard (2006)
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Head Coach, Men's and Women's Crew; Associate Professor of Physical Education; B.A., Colgate University; M.B.A., Syracuse University

Katherine Hikes Terrell (2004)
Assistant Professor of English; B.A., Kenyon College; M. Phil., Oxford University; M.A., University of Toronto; Ph.D., Cornell University

Barbara J. Tewksbury (1978) F'10
Upson Chair for Public Discourse and Professor of Geosciences; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Margaret Olofson Thickstun (1988)
Elizabeth J. McCormack Professor of English; A.B., Mount Holyoke College; M.A. and Ph.D., Cornell University

David W. Thompson (1983)
Director of the Fitness Center and Campus Wellness Program; Assistant Coach, Men's and Women's Swimming; Jerome Gottlieb '64 Coaching Fellow and Professor of Physical Education; A.B., Colgate University; M.S., Syracuse University

Nanette E. Thrush (2010) f
Visiting Assistant Professor of Art History; B.A., Texas Christian University; M.A. and Ph.D., Indiana University

Edith Toegel (1992)
Associate Professor of German; B.A. and M.A., Tufts University; Ph.D., University of Washington

David Toomey (2007) fs
Visiting Assistant Professor of Economics; B.A., Whitman College; M.A. and Ph.D., Cornell University

Cindy Tower (2010) f
Visiting Assistant Professor of Art; B.F.A., Cornell University; M.F.A., University of California at San Diego

Michael A. Tracy (2006)
Assistant Coach, Football; Instructor of Physical Education; B.S., State University College at Cortland

Lisa N. Trivedi (1998) F'10, S'11
Associate Professor of History; B.A., Hampshire College; M.A., University of Chicago; Ph.D., University of California at Davis

Bonnie Urciuoli (1988)
Professor of Anthropology; B.A., Syracuse University; M.A. and Ph.D., University of Chicago

Aurelie Van de Wiele (2010) fs
Visiting Assistant Professor of French; M.A., Pennsylvania State University; Ph.D., Rice University

Adam W. Van Wynsberghe (2009)
Assistant Professor of Chemistry; B.A., Ohio Wesleyan University; Ph.D., University of Wisconsin-Madison

Chris Vasantkumar (2006) F'10
Assistant Professor of Anthropology; A.B., Princeton University; M.A. and Ph.D., University of California, Berkeley

Jonathan Vaughan (1971)
Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Julio Videras (2002) S'11
Associate Professor of Economics; B.A., Universidad de Málaga; M.A. and Ph.D., University of Colorado at Boulder

Bruce Walczyk (1985)
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Edward S. Walker, Jr. (2006) F'10
Christian A. Johnson Distinguished Professor of Global Political Theory; A.B., Hamilton College; M.A., Boston University

Zhuoyi Wang (2008)
Assistant Professor of East Asian Languages and Literatures; B.A. and M.A., Beijing University; Ph.D., University of Washington

Douglas Alexander Weldon (1977) F'10, S'11
Stone Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

James B. Wells (2007) fs
Visiting Assistant Professor of Classics; B.A., Beloit College; M.A., University of Missouri; Ph.D., Indiana University

Richard William Werner (1975)
John Stewart Kennedy Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester

Nigel Westmaas (2006)
Assistant Professor of Africana Studies; B.A., University of Guyana; M.A. and Ph.D., Binghamton University

Chad L. Williams (2004)
Associate Professor of History; B.A., University of California; M.A. and Ph.D., Princeton University

Ernest H. Williams (1984)
Christian A. Johnson Excellence in Teaching Professor of Biology; B.S., Trinity College; M.A. and Ph.D., Princeton University

Jay Gomer Williams (1960)
Walcott-Bartlett Professor of Religious Studies; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Maria Willstedt (2010)
Assistant Professor of Hispanic Studies; B.A. and M.A., Abo Akademi University; M.A., M.Phil. and Ph.D., Yale University

Thomas A. Wilson (1989)
Professor of History; B.A., University of Connecticut; A.M. and Ph.D., University of Chicago

Michael E. Woods (1993)
Professor of Music; B.A., University of Akron; M.A., Indiana University; D.M.A., University of Oklahoma

Stephen Wu (2000)
Associate Professor of Economics; B.Sc., Brown University; M.A. and Ph.D., Princeton University

Paul Gary Wyckoff (1991)
Professor of Government; B.A., Macalester College; Ph.D., University of Michigan

De Bao Xu (1991)
Professor of East Asian Languages and Literatures; B.A., Taiyuan Teacher's College; M.A., Beijing Normal University; M.A. and Ph.D., University of Illinois

Ming-De Xu (2010) fs
Visiting Instructor of East Asian Languages and Literatures; B.A., National Taiwan Normal University

Steven Yao (2002)
Associate Professor of English; B.A. and B.S., University of Texas at Austin; Ph.D., University of California at Berkeley

Penny Linn Yee (1991)
Professor of Psychology; B.A., Pomona College; M.S. and Ph.D., University of Oregon

Yvonne Zylan (2005)
Associate Professor of Sociology; B.A., Yale University; M.Phil. and Ph.D., New York University; J.D., University of San Diego School of Law

Special Appointments
Hadeel Al-Haddadeh
Teaching Fellow in Critical Languages; B.A., University of Jordan

Victoria J. G. Stockton Allen
Lecturer in Education Studies; B.A., Montclair State University; M.E.D., Smith College

Rick Balestra
Lecturer in Music (Jazz Guitar); B.A., Syracuse University; M.A., Ithaca College

Nesecan Balkan
Lecturer in Economics; B.S., American College for Girls, Istanbul; B.S. and Ph.D., Istanbul University

Kenneth M. Bart
Lecturer in Biology; B.A. and M.A., State University of New York at Binghamton

Suzanne Beevers
Lecturer in Music (Cello)

Stephen Best
Lecturer in Music (Organ; Keyboard Harmony); B.A. and M.Mus., Syracuse University

Barbara T. Britt-Hysell
Lecturer in English for Speakers of Other Languages; B.A., Framingham State College

Janet Brown
Lecturer in Music (Voice)

Paul Charbonneau
Lecturer in Music (Classical Guitar); B.Mus., University of New Mexico

Mike Cirmo
Lecturer in Music (Percussion); B.Mus., Crane School of Music, Potsdam College; M.A., Indiana University of Pennsylvania

Kadiantou Coulibaly
Teaching Fellow in French

John D. Dehn
Lecturer in American Public Policy and Practice; B.S., U.S. Military Academy West Point; J.D., University of Oklahoma College of Law; LL.M., The Judge Advocate General's School, U.S. Army

Jon R. Garland
Lecturer in Music (Horn)

Linda Greene
Lecturer in Music (Flute); B.Mus., Syracuse University

Anat Guez
Lecturer in Critical Languages; B.A., Haifa University

Eric Gustafson
Lecturer in Music (Viola)

James E. Helmer
Lecturer in Oral Communication and Coordinator of the Oral Communication Center; B.A., State University of New York College at Cortland; M.A., Syracuse University; Ph.D., University of Illinois

Jim Johns
Lecturer in Music (Jazz Percussion)

Tzu-Ching Kao
Teaching Fellow in East Asian Languages and Literatures; B.A., National ChengChi University

Robin Bryan Kinnel
Silas D. Childs Professor of Chemistry and Lecturer in Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College

Allan Kolsky
Lecturer in Music (Clarinet)

Ursula Kwasnicka
Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music

Raymond W. Larzelere
Lecturer in Music (Voice); B.Mus., State University of New York College at Potsdam; M.A., State University of New York at Binghamton

Richard G. Lloyd
Lecturer in Dance; A.B., Hamilton College; B.Mus. and M.Mus., McGill University

Madeleine E. López
Lecturer in Education Studies and Consulting Director of the Cultural Education Center; B.A., University of Pennsylvania; M.A., Princeton University

Susan A. Mason
Lecturer in Education Studies and Oral Communication, and Director of the Oral Comunication Center; B.S., State University of New York College at Oswego; M.A., State University of New York at Albany; M.S., Ithaca College

Jeremy Tyler Medina
Burgess Professor of Romance Languages and Literature and Lecturer in Hispanic Studies; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

Rick Montalbano
Lecturer in Music (Jazz Piano)

Margaret Jane Morgan-Davie
Lecturer in Economics; B.A., Oberlin College; M.A. and Ph.D., Cornell University

Jean Morris
Lecturer in Psychology; M.S.W., School of Social Welfare, SUNY Albany

John Higbee O'Neill
Edmund A. LeFevre Professor of English and Lecturer in English; B.S., Wisconsin State College; A.M. and Ph.D., University of Minnesota

Stephen M. Owen
Lecturer in Economics; B.S., Boston University; B.A., University of Massachusetts; M.A., Tufts University

Colleen Roberts Pellman
Lecturer in Music (Piano) and Student Pianist Coach; B.Mus., Miami University; M.Mus., Ithaca College

Maria G. Portal
Teaching Fellow in Hispanic Studies; B.A., I.F.D. No 5 Jose E. Tello

Vladimir Pritsker
Lecturer in Music (Violin); M.Mus., Kharkov Institute of Art, Ukraine

Darryl Pugh
Lecturer in Music (Bass)

Gregory Quick
Lecturer in Music (Bassoon); B.Mus., University of Michigan

John Raschella
Lecturer in Music (Trumpet); Curtis Institute of Music

Monk Rowe
Lecturer in Music (Saxophone) and Joe Williams Director of the Jazz Archive; B.Mus., State University of New York College at Fredonia

Jim Schreve
*Lecturer in Physics; B.S., University of Wisconsin at Milwaukee; M.S., University of Wisconsin at Madiso*n

Patricia Sharpe
Lecturer in Music (Oboe)

Jesse Sprole
Lecturer in Music (Piano); B.A., State University of New York, Fredonia; M.M., Ithaca College

Jeff Stockham
Lecturer in Music (Jazz Trumpet); B.A., Syracuse University; M.A., Eastman School of Music

David A. Stoughton
Lecturere in Theatre and Director of Technical Theatre/Resident Lighting Designer; B.A., Mount Union College; M.F.A., University of Arkansas

Sar-Shalom Strong
Lecturer in Music (Piano) and Coordinator of Staff Pianists; B.A., Knox College; M.Mus., Syracuse University

Ubaldo Valli
Lecturer in Music (Violin)

David Walden
Lecturer in Psychology

Jon Fredric West
Lecturer in Music (Voice)

Kim Wieczorek
Lecturer in Education Studies; B.A., University of Minnesota; M.A., Teachers College of New York

Sharon Williams
Lecturer in English and Director of the Writing Center; B.A., Tufts University; M.Ed., Northeastern University

Lian Xue
Teaching Fellow in East Asian Languages and Literatures; B.A., Beijing Second Foreign Language Institute; M.A., Beijing Normal University

Family Educational Rights

Family Educational Rights and Privacy Act Annual Notice

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean of students, academic department head or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
   a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College throughout in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
      A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
   b. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and the College define to include the following: a student's name, home and campus address, e-mail address, telephone listing, parents' name and address(es), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph and the most recent previous educational agency or institution attended. This information is generally disclosed only for College purposes, such as news releases and athletic programs, and not to outside vendors.

      This exception is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the dean of students on or before September 15 of any year. If such an objection is not received, the College will release directory information when appropriate.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

5. Questions regarding FERPA and the procedures followed by the College to comply with the act may be referred to the dean of students or the registrar.

2010-11 Hamilton College Catalogue

Courses of Instruction

Departments and Programs

Africana Studies
American Studies
Anthropology
Art
Art History
Asian Studies
Biochemistry/Molecular Biology
Biology
Chemical Physics
Chemistry
Cinema and New Media Studies
Classics
College Courses and Seminars
Communication
Comparative Literature
Computer Science
Critical Languages
Dance
Digital Arts
East Asian Languages and Literatures
Economics
Education Studies
English and Creative Writing
English for Speakers of Other Languages
Environmental Studies
Foreign Languages
French
Geoarchaeology
Geosciences
German Studies
Government
Hispanic Studies
History
Latin American Studies
Mathematics
Medieval and Renaissance Studies
Music
Neuroscience
Oral Communication
Philosophy
Physical Education
Physics
Psychology
Public Policy
Religious Studies
Russian Studies
Sociology
Theatre
Women's Studies
Writing

Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced.

To assure the maximum effectiveness in teaching, it is sometimes necessary to place limits on the enrollment in courses. Some courses have enrollment limits because of limited laboratory or studio space. Others have limits to enable instructors to incorporate additional papers and examinations, small group discussions or special projects. A writing-intensive course, for example, is normally limited to 20 students, and a seminar is normally limited to 12. Enrollment limits mean that a student might not always be able to take a course that he or she wishes to take.

Unless otherwise indicated, the following priorities will apply in the determination of entrance into courses limited in enrollment.

For 100-level courses, priority shall be given to first-year students, sophomores, juniors and then seniors. (Seniors must have the permission of the departmental chair in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, first-year students, juniors and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores and then first-year students.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then non-concentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for fall semester, and S for spring semester.

F,S designates a course offered in both fall and spring semesters. Su designates a course comprising a summer field trip.

Courses with bracketed numbers will not be offered during 2010-11. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F,S) following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Term in Washington); JYF (Junior Year in France); MFE (Mellon Faculty Exchange); NYC (New York City Program).

Africana Studies

Faculty
Shelley P. Haley (Classics), *Chair* (S)
Donald M. Carter
Angel David Nieves, *Acting Chair Spring*
Nigel Westmaas

The Africana Studies Department focuses on the historical transformation of African peoples as they spread throughout the Atlantic World and beyond. Central to the department is the exploration of the experiences of African peoples with subjugation and liberation as well as their struggle for self-determination and self-expression.

A concentration in Africana studies consists of 10 courses: 220, 221 (or History 141 for the Classes of 2010, 2011 and 2012), 301, 381 or 382, one course focusing on gender and sexuality at the 200 or 300-level, one 400-level seminar, 550 and three approved electives. Only one 100-level course will be accepted and the other two electives must be at or above the 200 level. Concentrators are encouraged to have a basic working knowledge of an appropriate language other than English. The program will accept study abroad and/or coursework in overseas programs toward the concentration with the approval of the program chair. Before electing a concentration in Africana studies, students must meet with the chair to design a program of study, planning in advance so that they will be able to complete prerequisites for courses counting toward the concentration.

The Senior Program in Africana Studies (550) is an interdisciplinary project culminating in a thesis, performance or exhibition. The Department must approve the project in the fall of the student's senior year. Any member of the Department may supervise the Senior Project. Students who have an average of 3.3 (88) or higher in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the chair.

A minor in Africana Studies must include 220, 221, 381 or 382, one 400-level seminar and one elective.

The following courses may be used by concentrators and minors to fulfill their core and elective requirements. Certain variable topics elective courses from other disciplines not listed may be substituted with permission of the chair. Please consult the appropriate departments and programs for full descriptions of courses, requirements and prerequisites.

101F Introduction to Africana Studies.
Examines the nature, methods and development of black/Africana studies. A comparative and interdisciplinary introduction to the study of African and diaspora cultures and history. Emphasis will be on an exploration of some of the key texts and issues. The Department.

Fall 2007 01 (Westmaas N)

120F Introduction to Afro-Latina/o History and Cultures.
Examines Afro-Latino culture and history, developing a broad historical overview while focusing on the continuing demographic changes of the present generation in and across the Americas. A focus on important historical and cultural links between African Americans and Latinos of African descent. Exposure to a variety of historical, literary and artistic sources, and the perspectives of important scholars and theorists, will permit students a critical introduction to the works and ideas that have formed the core of the growing field in Afro-Latino/a studies. (Writing-intensive.) Maximum enrollment, 20. Nieves.

135S Diaspora Revisited: Tracing the African Diaspora in Germany.
Though people of African descent have lived in Germany for more than a century, their existence has largely been overlooked. Yet their history has much to tell us about the construction of race and racial politics in German identity as well as the vagaries of the African Diaspora in Europe. Goals are to assess various meanings and narrations of blackness and black Diaspora, particularly as they interact with other aspects of identity such as class, gender and sexuality. Taught in English. (Same as German Studies 135.) Piesche.

140F Understanding Caribbean Carnival.
Introduces the Carnival tradition in the Caribbean, examining the rise of Carnival from its slavery and post-emancipation roots; the political and historical dynamic associated with Carnival customs; the complex cultural expressions forged by Carnival's unique mix of folklore and religion including vodun, dance and dress styles, satire and musical forms like reggae and calypso; the interrelations between the economic and cultural products created by Caribbean peoples, and the spread, content and impact of modern Carnival to large North American cities. Westmaas.

160F History of Jazz.
A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz. Not open to seniors. (Same as Music 160.) Woods.

[170] The Mestizo Metropolis: Racialization and the American Global City.

Focuses on the strategic roles that emerging Latino/a and African communities play in urban centers like Los Angeles, New York, Chicago, Miami and San Antonio. Explores how both groups establish and maintain distinctive social and cultural identities in the American metropolis. Film, literature, art, architecture and the media will examine the varying forms of cultural expression and representation of both groups. (Writing-intensive.) Maximum enrollment, 20.

203S African-American History to 1865.
A survey of the social, political and economic history of African-Americans from the 1600s to the Civil War. Focuses on slavery and resistance, racism, the family, women and cultural contributions. (Same as History 203.) C Williams.

204F African-American History from 1865 to the Present.
The experiences of the African-American community from Reconstruction, through Industrialization and Northern Migration, the Harlem Renaissance and Pan Africanism, to the World Wars and the Civil Rights Movement. Analysis of the construction of "race" in each period and the diversity of the black experience in America. (Same as History 204.) C Williams.

[214F] The Politics of Difference.
Emergence of "race" and "culture" as terms and associated concepts from history of colonial relations and in 20th century anthropological thought. History and development of interrelation among terms and concepts with attention to historical and cross-cultural contexts, including space, class and gender, cultural racism in contemporary Europe, diversity and multiculturalism in contemporary U.S., and additional cases elsewhere in the world. Prerequisite, one course in anthropology. (Same as Anthropology 214.)

Fall 2007 01 (Vasantkumar C)
Fall 2008 01 (Vasantkumar C)

218S Politics of Africa.
Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Same as Government 218.) Orvis.

Fall 2005 01 (Orvis S)

219F South African Women: Contemporary and Historical Issues, 1913-Present.
Examines historical and contemporary isuues affecting South African women in the pre and post-Apartheid eras. There is an urgent need for critical reexamination of the nature of citizenship and gender in South Africa as mediated by structures of power: the state, the nation, the family. The legacy of political transformation shaped by the social movements women developed during the anti-apartheid struggle will be explored through various forms of cultural production: literature, art and film. Nieves.

220F Imagining Africa.
The idea of Africa historically has served as a metaphor for exoticism, sexuality or savagery in western discourse. In the contemporary world, it has been imagined as the site of seemingly insoluble problems such as the collapse of the state, genocide and famine. The course explores popular notions of Africa and its relationship to a global African Diaspora. D Carter.

221S Africa in Diaspora.
Examines the experience of African people in the Americas, Europe and Africa from the 13th century to 1968. Themes include slavery and resistance, the return to Africa, freedom after emancipation, the struggle for democracy and a place in civil society, the struggle against empire and imperialism, migration and immigration, race and color ideology, revolution and rebellion, and the struggle for civil liberty. Explores the historical meaning of being black in the Atlantic world and how African people have shaped and been shaped by the historical developments of the past seven centuries. D Carter.

[222] Race, Gender and Culture.
A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) Prerequisite, one course in philosophy, Africana studies or women's studies. (Same as Women's Studies 222 and Philosophy 222.) Maximum enrollment, 20.

[223] Black Female Voices: Writing Women of Color in the African Diaspora.
Explores the different ways Black women have struggled for equality, constructed their own identity and understood their own place in American history. Emphasizes critical thinking about African American women's history and focuses on the many forms with which we tell the stories of women's lives.

230F Black Internationalism: The Making of Black Political Culture.
An examination of the development of a vibrant Black political culture that was transnational in scope and predicated on the shared experiences of people of African descent. Drawing upon the networks of communication created by the spread of ideas, news and rumor during the slave revolts in the Caribbean at the end of the 18th century, as well as writings that included novels, political tracts, speeches, newspapers and magazines in the 19th and 20th centuries. (Writing-intensive.) Prerequisite, 101 or one course in government, history or sociology. Maximum enrollment, 20. Westmaas.

Fall 2007 01 (Westmaas N)

233S Geographies of Race and Gender.
Examines how "natural" differences of gender and race are created through discourses, images and everyday practices in particular spatial contexts. Using historical and fictional texts, ethnographies, theoretical discussions and films the course explores the production of racial and gender differences in European development and imperialist expansion. Focuses on three historical periods in the production of racialized and gendered geographies: plantation/slave societies in the Americas, African Colonialism, contemporary globalization and ethnic diversity in Europe. (Same as Women's Studies 233.) Merrill.

[238S] African-American Theatre.
Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes. (Oral Presentations.) Prerequisite, 110 or 120. Open to sophomores and juniors only. (Same as Theatre 238.)

242S The Black Self: Identity and Consciousness.
A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black. (Writing-intensive.) Prerequisite, one course in philosophy or Africana studies, or consent of instructor. (Same as Philosophy 242.) Maximum enrollment, 20. Franklin.

252S Islands in the Sun: Caribbean Literature.
How does 20th-century literature of the Caribbean respond to the islands' varied histories of slavery, colonial exploitation and liberation? How is Caribbean identity formed at the intersection of African, Asian, European, and Native influences? Special emphasis on the questions of race and racism and on the apparently opposed concepts of origins/roots versus detours/routes. Readings from Frantz Fanon, Claude McKay, Alejo Carpentier, Aimé Césaire, Jacques Stephen Alexis, Jean Rhys, Kamau Brathwaite, Maryse Condé, Juno Díaz, Dany Laferrière, Gisèle Pineault. Prerequisite, one course in literature. (Same as Comparative Literature 252.) Kruidenier Tolliver.

259S Studies in Jazz.
A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz. Prerequisite, 160 or consent of instructor. (Same as Music 259.) Woods.

[262] African-American Popular Music.
A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists. Prerequisite, one full-credit course in music. (Same as Music 262.)

[268S] Race, War and Society in United States History.
An examination of the relationship between war and racial ideologies in the development of American social relations from the colonial period to the present. Specifically focuses on how issues of race have been central to the ways in which war has been conceptualized and waged both within the United States and beyond. Explores how the social, cultural, regional evolution of the United States is intimately connected to the encounters of various racial-ethnic groups with violence emerging in the context of periods of warfare. (Same as History 268.)

301S Knowledge and Method in Global African Studies.
The methods of scholars differ from the creative processes of artists, but the knowledge they produce provides disciplinary takes on the same reality. Students in this seminar will read and examine exemplary works of scholarship, art, literature, music and film, and focus on the method and/or process by which these works are made. The seminar will also use these works to unravel the nuts and bolts of scholarly writing, citing sources, internal citations and organization. Students will then produce their own writing using at least three of the methods/approaches discussed in the class. (Writing-intensive.) Prerequisite, 220, 221 or consent of instructor. Maximum enrollment, 12. Nieves.

[303S] Black Popular Culture.
Examines black popular culture of the African diaspora through an exploration of a series of representations, cultural practices and folk traditions. Participants will interrogate the "black experience" and its legacy in aspects of consumer culture, film, music (jazz, hip hop, blues), television, social class and gender. Considers the methodological and theoretical implications of these approaches for both anthropological inquiry and Africana studies. (Writing-intensive.) Maximum enrollment, 20.

304S Seminar in e-Black Studies: Race and Cyberculture.
The term "eBlack studies" describes the ongoing application of current digital information technology toward the production, dissemination and collection of historical knowledge critical to the discipline of black studies and to the overall black experience. We will chart the future of scholarship, teaching and community work through the use of eBlack studies, and explore digital culture as it critically interrogates, interprets, defines and documents the experiences of people of African descent. Applications like Google, Facebook, MySpace and Second Life will be examined. Maximum enrollment, 12. Nieves.

307S Pan-African Perspectives in the 21st Century.
Designed for students to develop a richer understanding of Pan-Africanism in the 21st century. A focus on Pan-Africanism as a philosophy, social movement and cultural phenomenon, specifically focusing on the impact of the movement and the thrust for dignity by African peoples globally. Within Pan-Africanism itself the course will seek to redefine critical aspects of Pan-Africanism in light of interventions by African feminists to end the silences relating to patriarchy and gender oppression. (Writing-intensive.) Maximum enrollment, 20. Westmaas.

[308F] Reclaiming an Ancient African Past.
Examines the ancient evidence for the Afrocentric claim of the African genesis of Western civilization. Students will also explore the modern political context of and debate around the backlash of eurocentric scholars against these claims as well as the epistemological framing of the sociology of knowledge. (Writing-intensive.) (Same as Classics 308.) Maximum enrollment, 20.

[310F] Black Women's Experience in the United States.
Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101 or consent of instructor. (Same as Women's Studies 310.) Maximum enrollment, 20.

321F Haiti and the Caribbean.
This course begins with an introduction to Haiti's history since the 1791 slave revolt and the creation of the Haitian state. It examines the historical, political, geo–political relationships that Haiti held with Europe and its Caribbean and North American neighbors; Haiti's antislavery impact on the Americas and the Caribbean; the consequences of the U.S. occupation of Haiti; Haiti's political and economic tragedy in the 20th century from the reign of the Duvaliers to the consequences of the tragic earthquake of 2010. Prerequisite, 221. Westmaas.

328S Gender, Race and Immigration in a Global World.
Examines the cultural and geographical consequences of the rise of free markets since the 1970s, focusing on immigration and the place of women, ethnic and religious minorities in contemporary Europe. Uses case studies, films, novels and theoretical reflections to explore how global restructuring processes affect movements of populations, gender relations, and national, ethnic, gendered and racialized identities. Emphasizes the African Diaspora, popular ideas of blackness and racial identity, racelessness and the intensification of intolerance and racism in Europe. Prerequisite, one course in women's studies or consent of instructor. (Same as Anthropology 328 and Women's Studies 328.) Maximum enrollment, 12. Merrill.

340F Race and American Democracy.
Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Government 340.) Maximum enrollment, 20. Klinkner.

[358] Post-Conflict Truth, Reconciliation and Social Justice: South Africa and Rwanda.
Explores moments of political and social violence in contemporary eastern and southern Africa. Efforts to promote peace-building and social justice in the aftermath of violent conflicts include creating institutions that will foster lasting peace, stability and reconciliation. In the context of South Africa and Rwanda, we will explore a variety of international and national mechanisms for pursuing peace-building and justice, including apologies, truth and reconciliation commissions, war crimes tribunals, reparations and reconstruction. Maximum enrollment, 12.

[372] Unraveling Cleopatra.
Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, this course will explore how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) Prerequisite, one course in classical studies or Africana studies. (Same as Women's Studies 372 and Classics 372.) Maximum enrollment, 20.

374F Ancient Egypt.
A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, 240 or Africana Studies 101. (Same as Classics 374.) Maximum enrollment, 20. Haley.

381F Freedom: Topic: Audre Lorde.
An interdisciplinary, multimedia examination and analysis of how Audre Lorde negotiated the intersection of race, gender, sexuality and class in her poetry and essays. (Writing-intensive.) Prerequisite, 220, 221 or consent of instructor. (Same as Women's Studies 381.) Maximum enrollment, 20. Haley.

382S Global African Social Movements.
A broad, interdisciplinary introduction to global social and political movements in Africa and the Americas throughout a 200-year period from the revolutions at the end of the 18th century to the modern political and social movements. Addresses theories of social movements, their racial and cultural formation, the variations in type and consequence of movements, and the contexts in which they arose. Examples of movements to be studied are the anti-slavery movement, the Pan-Africanist movement, the women's movement and the rise of modern NGOs. (Writing-intensive.) Prerequisite, 101, 220, 221 or consent of instructor. Maximum enrollment, 20. Westmaas.

[389F] Seminar: African-American Intellectual History.
Examination of the black intellectual tradition in African-American history, from its 18th-century roots to its presence in contemporary American life. Critically engages the various strategies African-American intellectuals have employed to address the

condition of people of African descent in the United States. Explores how the black intellectual has been defined throughout African-American history, how such definitions have been legitimated and the place of class, gender and location in the legacy of African-American intellectual thought. (Writing-intensive.) Prerequisite, one 200-level American history course. (Same as History 389.) Maximum enrollment, 12.

[405S] Seminar: Black Feminist Thought.
Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages. Exploration of how black women are not simply victims of oppression but visionary agents of change. Areas examined include history, literature, music, art, education, sociology and film. Prerequisite, one course in women's studies or consent of instructor. (Same as Women's Studies 405.) Maximum enrollment, 12.

435F Seminar in Urban Worlds.
An important part of the black experience in the Americas has been shaped by and unfolded in complex black urban worlds. As a symbol of an imagined black experience the notion of the ghetto often serves as a flashpoint in popular culture, policy debates and social memory. This course explores the idea of the isolated inner city community or ghetto in history as well as the great creativity, challenges and triumphs of black urban life. Prerequisite, 220, 221 or 381. Maximum enrollment, 12. D Carter.

495S Topic: Black Diaspora.
Explores the multiple Diasporas created in the course of the expansion of the world capitalist economy – a process that produced slavery and had a transformative effect on world history. Examines the multiple "diasporas" that resulted from this engagement of Europe and the continent of Africa and the consequent dispersal of people that continued with modern colonialism and imperialism. Open to juniors and seniors only. Concentrators and minors given priority. Maximum enrollment, 12. D Carter.

550S Senior Program.
An interdisciplinary project to be approved by the committee. Limited to senior concentrators. Nieves.

American Studies

Program Committee
Catherine G. Kodat, *Director* (English) (S)
Aubrey Anable (English)
Lydia R. Hamessley (Music) (S)
Angel David Nieves (Africana Studies)
Steven Yao (English)
Yvonne Zylan (Sociology)

The concentration in American studies consists of 10 courses: two offered by the program itself and eight selected among the range of U.S.-focused courses offered by other departments and programs at Hamilton College.

The American Studies Program offers students an opportunity to study American culture from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies introductory course (201) and the Senior Seminar (420).

Students work closely with faculty members in developing a plan of study that brings at least two disciplinary perspectives to bear on major issues in American culture. Required courses include 201, usually taken in the fall of the sophomore year; 420, taken in the spring of the junior or senior year; two courses in American literature; and two courses in American history, chosen in consultation with the program director. Of the remaining four elective courses, at least two must be at the 300-level or higher. The departments and programs in Africana Studies, Anthropology, Art History, Cinema and New Media Studies, Communication, Economics, English and Creative Writing, Environmental Studies, Government, Hispanic Studies, History, Music, Philosophy, Religious Studies, Sociology, Theatre and Women's Studies all offer courses on issues pertinent to American Studies.

A minor in American Studies consists of five courses: 201; one course in U.S. literature or U.S. history; and three electives, one of which must be at or above the 300-level.

The only 100-level courses that may count towards the concentration in American Studies are those offered by the program itself.

Concentrators with a grade point average in the program of 3.5 or higher at the end of their junior year may, on approval, pursue an honors project in their senior year (550) under the direct supervision of a faculty member. To earn honors in American studies, students must maintain a grade point average of 3.5 or above in their coursework and earn a grade of A- or higher in 550.

115F Music in American Cultures.
A study of musical practices, particularly those resulting from cross-cultural interactions, that contribute to the multiplicity of cultural practices in the United States. Includes Native-, African-, Anglo-, Latin-, Asian- and Mexican-American musics and covers topics such as minstrelsy, hip-hop, salsa, jazz, civil rights, music videos and gender. Investigates how musical practices establish and inform people's identities. Emphasis on developing listening skills and a musical vocabulary applicable to various genres and styles in order to engage in active and critical listening and analysis. (Proseminar.) No ability to read music is assumed or required. Not open to seniors unless approved by department. (Same as Music 115.) Maximum enrollment, 16. Bodenheimer.

118S Afro-diasporic Musics of Latin America and the Caribbean.
An overview of Afro-diasporic musical practices from the Caribbean and Latin America. Studies emergence of Afro-diasporic musics within the context of the transatlantic slave trade and resultant musical exchanges with Europeans and, in some cases, indigenous peoples. Covers different categories of music – i.e., popular, traditional, and religious – and traditions from Anglophone and Francophone Caribbean in addition to Latin America. Examples: Cuban _son_, Brazilian _samba_. Draws connections between communities of African descent within Americas, studying both similarities and differences. (Proseminar.) Prerequisite, Not open to seniors unless approved by department chair. No previous musical knowledge required. (Same as Music 118.) Maximum enrollment, 16. Bodenheimer.

125F Introduction to the History and Theory of New Media.
What are new media and what makes them “new?” How do new media compare with, transform or remediate earlier media practices and forms? An examination of new media, specifically the emergence of digital visual media after World War II, in terms of the history of their production, reception and circulation. We will cover the central issues and debates raised by new media through close study of key texts in new media studies and of varied examples of new media, from early hypermedia experiments and hypertext literature to digital cinema, video games and online social networks. Open to first-year students and sophomores only. (Same as Cinema and New Media Studies 125 and Communication 125.) Maximum enrollment, 20. Anable.

201F Introduction to American Studies.
An interdisciplinary introduction to culture and society in the United States, from the colonial era through the 21st century, as revealed in literary, cinematic and historical texts. (Writing-intensive.) Prerequisite, a 100-level course in American Studies,

English or History. Not open to seniors. Maximum enrollment, 20. Kodat.

Fall 2010 01 (Kodat C)

[202] Introduction to Asian-American Studies.
An introduction to Asian-American studies, an interdisciplinary field of inquiry that deals with the history, experiences and cultural production of Americans of Chinese, Japanese, Korean, South Asian, Filipino and Southeast Asian ancestry. Topics addressed include the history of Asian immigration to the United States; popular and self-representation of Asians in various cultural media; questions of race and ethnicity; and the category of gender as it is inflected along racial and class lines. Counts toward the concentrations in American studies or Asian studies. Not open to seniors. Maximum enrollment, 16.

205F Video Game Nation.
Investigates how to critically interpret and analyze video games and the roles they play in visual and popular culture, and how to test the application of these approaches to various issues in gaming and digital media culture more generally. Topics and themes include genre and aesthetics, the game industry, spectatorship, play, narrative, immersion, gender, race, militarism, violence and labor. (Writing-intensive.) (Same as Cinema and New Media Studies 205.) Maximum enrollment, 20. Anable.

207S Routes of Sound: Music and Migration.
Explores various issues surrounding music and migration. Examines wide range of immigrant experiences and musical communities, including economic migrants, political exiles, and refugees of war. Course topics not limited to the United States, but instead cover a broad range of immigrant experiences on several continents; e.g., Chinese music in the United States, East Indian music in Trinidad. Emphasis on issues related to migration and musical performance, such as race, musical hybridity, and transnational musical exchanges between home and destination country. Prerequisite, one course in Africana Studies, American Studies, Anthropology, Asian Studies, Comparative Literature, English, History, Latin American Studies, Government, or Sociology. (Same as Music 207.) Bodenheimer.

325S Media Theory and Visual Culture.
We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies. (Same as Cinema and New Media Studies 325 and Communication 325.) Maximum enrollment, 12. Anable.

326S As Canadian as Possible, Under the Circumstances.
Canadians have traditionally had difficulty defining their identity. A study of Canadian literature from the second half of the 20th century reveals a multicultural, multilingual portrait of travelers and outsiders – but travelers to where, and outsiders from what? Readings to include postcolonial theory, concepts of nationhood and gender studies, as well as novels from authors such as Antonine Maillet, George Elliott Clarke, Gaétan Soucy, Jacques Poulin, Michael Ondaatje, Nicole Brossard, Margaret Laurence, Alice Munro, Dany Laferrière, Joseph Boyden, Roch Carrier and Wayson Choy. Prerequisite, Two courses in literature or consent of instructor. (Same as Comparative Literature 326.) Kruidenier Tolliver.

327S Religion in the United States: Pluralism, Change, Tradition.
A look at the history of the religious life of the United States within Hamilton College's geographic region. From the Onondaga traditions through 19th-century Utopian communities, to present day religious practices of immigrants from Italy, Bosnia, Thailand and elsewhere, this course relies on several site visits to the buildings and lands that various communities have considered sacred. (Same as Religious Studies 327.) Maximum enrollment, 12. Rodriguez-Plate.

[350S] Gender and Cyberculture.
This course explores critical approaches to media through the intersection of gender and the technological imaginary. We will study how the production, use, and circulation of digital media affect notions of representation, identity, the body, and consciousness. Students will engage in close visual and textual analysis of the ways writers, artists, and theorists have conceived these issues. (Same as Cinema and New Media Studies 350.) Maximum enrollment, 20.

[380S] Ut Pictura Poesis: Contemporary Graphic Narrative.
Study of the graphic narrative as a hybrid literary medium particularly conducive to memoir and social commentary. Readings in the history of comics and in theories of life writing will accompany close analysis of texts by artist/authors such as Lynda Barry, Alison Bechdel, Daniel Clowes, Harvey Pekar, Joe Sacco, Art Spiegelman and Chris Ware. Prerequisite, one 200-level course in literature, American studies, art, art history or history. Next offered in 2012. (Same as English and Creative Writing 380.)

Spring 2010 01 (Kodat C)

[420S] Seminar in American Studies: American Folk Revivals.
Study of the various folk revivals that marked 20th century U.S. cultural life, from the publication of the first song collections of Lila W. Edmonds and Cecil B. Sharp to the Washington Square scene in New York's Greenwich Village. Grounded in the study of the music and its circulation, the course will also examine the impact of these revivals on dance, film, literature and politics. Offered in alternate years. Prerequisite, two courses in English, history or music (in any combination), or consent of instructors. Next offered in 2012. (Same as Music 420). Maximum enrollment, 12.

Spring 2010 01 (Hamessley L,Kodat C)

550F,S Honors Thesis.
Independent study required for honors candidates, culminating in a thesis. Registration only by express approval of the program director. The Program.

Anthropology

Faculty
Bonnie Urciuoli, *Chair*
Charlotte Beck
George T. Jones
Haeng-ja Sachiko Chung
Nathan B. Goodale
Chaise LaDousa
Chris Vasantkumar (F)

The department offers two tracks within the concentration of anthropology: cultural anthropology and archaeology. A student must choose one of these two tracks.

CULTURAL ANTHROPOLOGY
A track in cultural anthropology consists of a minimum of 10 courses: 106; 113, 114 or 115; 126, 127, or 201; 358; 440; and five other courses, one of which must focus on a culture area. Prospective concentrators are encouraged to take 358 as early as possible because it must be completed by the end of the junior year. All concentrators, especially those planning graduate studies, are advised to take a course in statistics. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (440), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper. Concentrators with a departmental average of 3.3 (88) or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the thesis.

ARCHAEOLOGY
A track in archaeology consists of a minimum of 10 courses: 106; 113, 114, 115, 126 or 127; 325, 358, and 441; and five other courses, one of which must be 210, 234, 243, 245 or 249. Additionally, students are strongly encouraged to take the field course (280), as well as a statistics course and courses in geosciences, biology or chemistry. Prospective concentrators are encouraged to take 325 and 358 as early as possible because both must be completed by the end of the junior year. Concentrators must fulfill their senior project requirements through satisfactory completion of the Senior Seminar (441), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper. Concentrators with a departmental average of 3.3 (88) or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the thesis.

A minor in anthropology consists of five courses, one of which must be at the 100 level and one of which must be at the 300 level. A student may elect to take one each from 106 and 113, 114, 115, 126 or 127 as two of their five courses. Note to juniors and seniors: The following Anthropology Department courses have no prerequisite: 201 and 225. In addition, prerequisites may be waived with consent of instructor for 243, 249, 270, 315, 360 and 361.

Courses in Anthropology

113F Cultural Anthropology.
Cross-cultural approaches to the study of social structure, polity, economic behavior and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. Not open to seniors or to students who have taken 114 or 115. Chung.

114S Introduction to Cultural Anthropology: From Fieldwork to Ethnography.
Introduces crucial ideas in cultural anthropology such as space, time, race, language, relations, identity, body, gender, food, sexuality and/or fashion. Examines various cultures by simultaneously scrutinizing your own and using it as your comparative reference point. (Proseminar.) Not open to juniors, seniors or to students who have taken 113 or 115. Maximum enrollment, 16. Vasantkumar, LaDousa.

[115S] Introduction to Cultural Anthropology: Controversies in Cultural Anthropology.
The history and contemporary practice of cultural anthropology as seen through the emergence, development and (sometimes) resolution of key controversies. Examples drawn from diverse geographical areas and temporal areas include: amateur vs. professional fieldwork, scientific vs. interpretive approaches, study of race, Mead/Freeman debate over nature and nurture and other controversies. (Proseminar.) Not open to seniors, juniors or to students who have taken 113 or 114. Maximum enrollment, 16.

126F Language and Sociolinguistics.
Fundamental linguistic principles (phonetics and phonology, grammar and syntax, lexicon), language change processes and linguistic manifestations of social structure such as race, class, gender. (Quantitative and Symbolic Reasoning.) Not open to seniors or to students who have taken 127. Urciuoli.

Fall 2006 01 (Urciuoli B)
Fall 2007 01 (Urciuoli B)

127S Introduction to Linguistic Anthropology.
Fundamental linguistic principles (phonetics and phonology, grammar and syntax, lexicon), the ethnography of communication, and the relation of language to cultural principles and practices. (Quantitative and Symbolic Reasoning.) Not open to seniors or to students who have taken 126. Urciuoli.

Spring 2007 01 (Urciuoli B)

[201S] Linguistic Theory: A Brief History.
A general examination of the nature of language. Topics include the history of ideas about language; philosophical and cognitive aspects of language; structural and generative approaches to the analysis of language. Prerequisite, 126, 127 or consent of instructor.

[207S] J Pop! Japanese Popular Culture(s).
What is "Japanese culture?" Pays special attention to contemporary pop cultures in Japan. Investigates celebrity, music, theatre, anime (Japanese animation) and/or manga (Japanese graphic novels and comics) that are created and consumed in Japan and beyond. Draws comparisons with other cultures and contextualizes various cultural phenomena theoretically. Prerequisite, one course in anthropology or Asian studies.

[214F] The Politics of Difference.
Emergence of "race" and "culture" as terms and associated concepts from history of colonial relations and in 20th century anthropological thought. History and development of interrelation among terms and concepts with attention to historical and cross-cultural contexts, including space, class and gender, cultural racism in contemporary Europe, diversity and multiculturalism in contemporary U.S., and additional cases elsewhere in the world. Prerequisite, one course in anthropology. (Same as Africana Studies 214.)

Fall 2007 01 (Vasantkumar C)
Fall 2008 01 (Vasantkumar C)

222S Cultures in Japan and Beyond.
Explores implications of plural "cultures." Cultural practices often transform over time, and people may bring cultural habits to new places, negotiate with cultural conditions of new locales, and create hybrid cultures. By deconstructing singular notions of "Japanese culture" and “Japan as a nation-state,” we investigate the plural cultures that exist both within Japan and that emerge from interactions with other countries and peoples in the world. We also critically and theoretically analyze a concept central to Anthropology: "cultures." Prerequisite, One course in Anthropology or Asian Studies 180 or consent of instructor. Chung.

223F Cursing and Taboo Language.
Cussing and cursing are tools of boundary-making, play, performance, power, protest,and alarm. An exploration of the most taboo forms of language through analysis of diverse cultural discourses ranging from sermons, commandments and court decisions, to comedy routines and songs. Testing established methods, theories and rules, students will conduct significant ethnographic fieldwork and write unconventional essays about taboo language and the wider cultural values, linguistic histories and psycho-social processes that shape it. (Writing-intensive.) (Same as Religious Studies 223.) Maximum enrollment, 20. Fox Tree.

225S Phonetics and Phonology: The Analysis of Sound.
How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis. Urciuoli.

227S Resistance and Rebirth in Mesoamerica.
Resistance has been central to Native American cultures and identities since 1492. Explores the transformation of the Native cultures from the contact period to the present, introducing students to Mesoamerica and tracing the historical development of political systems, religious movements and social doctrines. Students will examine case studies of Indigenous resistance to colonialism and neocolonialism, from indigenous accommodation of Christianity, to the rise of modern pan-Indigenous social and environmental activism. (Same as Religious Studies 227.) Fox Tree.

231S Societies of the Middle East.
Exploration of Middle East societies and culture with attention to geography, ethnic groups, social divisions, gender issues, and religion, and to literature, and art and popular culture. Focus on contemporary society with consideration of the enduring presence of historical phenomena. Examination of influences producing unifying and stabilizing effects on societies of the area, particularly factors causing dislocation, discords, and internal tensions. Comparative examination of social power, social change, and cultural diversity in the region. (Writing-intensive.) Prerequisite, Anthropology 113, 114, 115, 126, or 127, or consent of instructor. Maximum enrollment, 20. Koukjian.

[232F] Comparative Ethnographic Study of Asia.

Explores similarities and differences within Asia through ethnographic research in such countries as Japan and Korea. Examines effects of sexuality, gender, class, citizenship and ethnicity on people's daily lives; impact of post-colonialism and post-cold war social orders on human relationships; influence of hegemonic apparatuses on people to "perform" certain roles versus people's capacity to maintain their integrities. Prerequisite, one course in anthropology or Asian Studies 180.

[248F] Deconstructing China.
What does it mean to be Chinese? Examines Chineseness across a range of issues (language, territory, ethnicity/nationality, culture) and contexts (legacies of imperial period, ethnic diversity in People's Republic of China, overseas Chinese populations in SE Asia, contemporary popular culture in Hong Kong and Taiwan). Central question: Is there a shared element of "Chineseness" across regional, linguistic, international, historical differences? Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor.

Fall 2007 01 (Vasantkumar C)
Fall 2008 01 (Vasantkumar C)

249S China and Tibet.
Approaches the contentious relationship of China and Tibet from historical and anthropological perspectives. Explores claims made by both sides with attention to uses and limits of such concepts as nation-state, empire and diaspora; focuses on how contemporary debates about Tibet are linked in crucial ways to politics of ethnicity and nation in the PRC; undertakes an exploration of constructions of Chineseness emergent in late 19th century; traces the links between Qing imperial expansion and today's PRC as a "unified, multi-ethnic state." Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor. Vasantkumar.

255F The Languages of East Asia.
Examines Chinese, Japanese and Korean as well as other languages found in East Asia. Topics include the syntactic (possible word order, inflections, particles, and combinations of all of them) and phonological structures (phoneme, pitch vs. tone, sound patterns) of these languages; the relationships of the languages to each other; differences and similarities of these languages from the universal point of view; the geographical, social and historical settings. No knowledge of any Asian language necessary. (Same as East Asian Languages and Literatures 255.) Kamiya.

[257] Language, Gender and Sexuality.
Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression. Prerequisite, one course in anthropology or consent of instructor.

264S Ethnography of Literacy and Visual Language.
Theory and analysis of communication and meaning in social and cultural context with particular attention devoted to the often-neglected aspects of literate communication. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127, or 201, or consent of instructor. Maximum enrollment, 20. Ladousa.

268F Japan Inc: Hierarchy, Power and Resistance.
Explores Japanese domestic and transnational corporations through close reading of ethnographies. Why do companies, workers, commodities, even customers cross regional and national boundaries? How do laws and states affect one's economic, psychological and cultural life? Pays special attention to the personal experiences of employees, employers and business partners in behind-the-scenes places, such as locker rooms, cafeterias and outside office spaces. Comparative analysis with the U.S. encouraged; considerations of multiple variables, including gender, race/ethnicity and class, required. Prerequisite, one course in anthropology, Asian Studies 180 or consent of instructor. Chung.

270F The Ethnography of Communication.
Theory and analysis of communication and meaning in social and cultural context. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127 or 201, or consent of instructor. Maximum enrollment, 20. LaDousa.

[302S] Seminar in Linguistic Semiotics.
Focused examination of the nature of meaning as constituted through the formal structures of language (grammatical and semantic) and its pragmatic (social) functions. Strong emphasis on data-oriented analyses. Specific topics may include grammatical classification, comparative morphology, diachronic (historical and sociolinguistic) issues, the relation of discursive process to grammatical formation. (Writing-intensive.) Prerequisite, 126, 127, 201, 270 or consent of instructor. Maximum enrollment, 12.

Spring 2007 01 (Urciuoli B)

[315S] Writing Culture.
History and analysis of ethnographic writing with particular attention to the politics of description. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127 or consent of instructor. Maximum enrollment, 20.

318S Seminar: Anthropology of Education.
Examines the school as a site for the reconstruction of cultural difference. Special attention paid to links between schooling and the nation, to connections between schooling and modernity, and to themes such as discipline, value, gender, language and labor. Examples from Bolivia, Tanzania, India and the United States, among other nation-states. Concludes with a consideration of

globalization, specifically the rise in neoliberal approaches in the governance of school systems. Prerequisite, one course in anthropology or consent of instructor. Maximum enrollment, 12. LaDousa.

319S Seminar: The Anthropology of the Incredible: Science, Technology and the Limits of the Human.
Examination of how advances in scientific knowledge and technological innovation have reshaped common understandings of what it means to be human, and affected ideas of the boundaries between human and nonhuman realities. Attention to classic texts on the study of scientific practice combined with focus on recent work in Science Technology and Society (STS) and provocative case studies (including but not limited to, ufos and exobiology, kinship and the new genetics, surgical interventions and trans-bodies, artificial life and nonhuman agency, and cyborgs, monsters and companion species). Prerequisite, Two courses in anthropology or consent of instructor. Maximum enrollment, 12. Vasantkumar.

[320] "The Village" in South Asia.
Traverses early and more recent anthropological approaches to rural village social structure, including dimensions of hierarchy, gender, religion, communication, and economy, and explores the disposition of recent ethnographic work in South Asia to work on the village. Prerequisite, One course in Anthropology or consent of instructor.

[323] Verbal Art and Performance.
Traces historical shifts in oral performance-based approaches to the study of verbal art. Probes connections between verbal art and notions of tradition, authenticity, and heritage, the local, and the national. Introduces emerging work in feminist, critical, and reflexive stances in scholarship on verbal art. Prerequisite, One course in Anthropology or consent of instructor.

324S Seminar: Performance in Everyday Life.
Performance emerges in forms ranging from spectacle (film, theatre, carnival, theme park, concert) to daily routine (roles of child, student, friend) to more secretive performance of e.g. racial passing and closeted sexual orientation. Forms of performance thus challenge assumed spatial boundary between front stage and back stage. Analyses of various performance patterns, with implications both explicit and subtle, and with attention to the intersection of ethnicity, gender, class, and citizenship. Prerequisite, One course in anthropology, or consent of instructor. Maximum enrollment, 12. Chung.

[327F] Seminar: Money, Money, Money: Anthropological Approaches to Exchange, Equivalence and Economy.
We all know what money is. But do we know how it works? Focus on the origins, uses and limits of money to draw broader conclusions about systems of exchange, equivalence and finance. Examples from classic and contemporary texts on African, Melanesian, Soviet, and EuroAmerican contexts. Prerequisite, Anthropology 113, 114, 115, 126, 127 or consent of instructor. Maximum enrollment, 12.

328S Gender, Race and Immigration in a Global World.
Examines the cultural and geographical consequences of the rise of free markets since the 1970s, focusing on immigration and the place of women, ethnic and religious minorities in contemporary Europe. Uses case studies, films, novels and theoretical reflections to explore how global restructuring processes affect movements of populations, gender relations, and national, ethnic, gendered and racialized identities. Emphasizes the African Diaspora, popular ideas of blackness and racial identity, racelessness and the intensification of intolerance and racism in Europe. Prerequisite, one course in women's studies or consent of instructor. (Same as Women's Studies 328 and Africana Studies 328.) Maximum enrollment, 12. Merrill.

331F Seminar: Sex Work and Emotional Labor.
Introduces the theoretical notions "sex work" and "emotional labor" (managing emotion of self and others), examines lives of sex workers and emotional laborers in depth, and investigates intersections of sex work and emotional labor, using case studies in Asia, America and elsewhere. Emphasizes critical analyses of the historical, structural and social contexts in which workers are situated, paying special attention to race/ethnicity, gender and class. Seminar requires an open mind, capacity to discuss taboo issues and self-evaluation of social biases. Prerequisite, one course in anthropology or women's studies. Maximum enrollment, 12. Chung.

[338S] The Anthropology of Globalization and Transnationalism.
Explores anthropological approaches to interconnection on a planetary scale. Specific focus on nationalism, trans-nationalism and globalization in contemporary Asia, broadly construed. Brings into critical focus the pros and cons of focusing on “Asia” in terms of an area studies paradigm. While this course will be Asia-centric, “Asia”-specific sources will be supplemented by materials that discuss similar processes at work in different territorial locations. Prerequisite, one course in cultural anthropology. Maximum enrollment, 12.

[356S] The Shaman's Art.
Religious specialists’ expertise rests as much in performance as in the recall and exegesis of esoteric sacred rituals, texts and doctrines. Yet what does successful performance entail, not only in terms of the scientific or supernatural efficacy of a ritual, but in terms of its artistry? Explores the role of ritual specialists as textual, verbal, visual, dramatic and technological artists by considering the work of indigenous shamans in Native traditions of the Americas, especially contemporary Maya "Daykeepers.” Prerequisite, one course in religious studies, anthropology, Latin American studies or related fields, or consent of instructor. (Same as Religious Studies 356.)

358F History of Anthropological Ideas.
A consideration of major paradigms in anthropology from the 19th century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis. (Writing-intensive.) Prerequisite, 106, 113, 114, 115, 126 or 127. Maximum enrollment, 20. T Jones and Urciuoli.

Fall 2007 01 (Urciuoli B)
Fall 2010 01 (Jones G,Urciuoli B)

360S US Discourses I: Race, Ethnicity and Class.
An analysis of legal, scientific, commemorative and media public discourses that connect ideas about U.S. identity and citizenship with race, ethnicity and class. Prerequisite, 113, 114, 115, 126, 127 or consent of instructor. Urciuoli.

[361S] US Discourses II: Science, Technology and Gender.
An analysis of public representations of technology and science as these relate ideas about gender to ideas about being American. Prerequisite, 113, 114, 115, 126, 127 or consent of instructor.

440F Senior Seminar in Cultural Anthropology.
The research process as it relates to the fulfillment of the senior project, including the formulation of a research problem, frames for research, research design, collection of data and cultural analysis. Maximum enrollment, 12. The Department.

450S Senior Project in Cultural Anthropology.
For students continuing their senior projects in cultural anthropology for a second semester but who are not pursuing honors. Continuation of participation in 440. The Department.

560S Honors Thesis in Cultural Anthropology.
A thesis supervised by at least one member of the department. Prerequisite, 440. Continuation of participation in 440. The Department.

Courses in Archaeology

106S Principles of Archaeology.
An introduction to the fundamentals of archaeology, with emphasis on evolutionary principles. Topics include a review of archaeological field methods such as sampling, survey and excavation, and analytic methods such as dating, typology and formation processes. Three hours of class and one hour of laboratory. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24. T Jones.

[210F] The Archaeology of Cultural Collapse.
Jared Diamond's book *Collapse* addresses five factors he sees as important in the collapse of both prehistoric and historic cultures throughout the world. Examines the archaeological evidence for such calamities, focusing first on the five factors and how they appear to be operative in present-day and historical societies, for which we have written records, and then on a number of prehistoric societies, for which only archaeological data exist. Prerequisite, 106 or consent of instructor. Maximum enrollment, 24.

[215] Old World Prehistory.
Cultural developments of the last 40,000 years in Africa and Eurasia. Focus on anatomically modern human behavioral adaptations as organized in hunting and gathering and agricultural societies, and in large-scale complex civilizations. Attention to the important transitions in prehistory that laid the foundations for the development of civilizations throughout the Old World. Prerequisite, 106 or consent of instructor.

230S Persistent Questions in Prehistory.
A number of questions about prehistory persist in archaeology, despite attempts to answer them, questions such as: Who were the Neandertals and where do they fit in evolution of modern humans? What factors led to the evolution of social complexity and inequality? Where did the first people to colonize the Americas come from, when did they arrive, and how did they get here? Examines several of these questions, how archaeologists have attempted to answer them throughout the years, and why they are still with us. Prerequisite, 106. Beck.

[237] The Archaeological Record of Guns, Germs and Steel.
The distinction between “us and them” in terms of indigenous societies and the western world has deep evolutionary roots. In Jared Diamond’s book "Guns, Germs and Steel” he proposes several factors as to why people in the developed societies generally have more “cargo” than those in indigenous societies. Examines Diamond’s hypotheses within the backdrop of the archaeological record to evaluate his assertions. Prerequisite, 106 or consent of instructor. Maximum enrollment, 24.

[243] North American Prehistory.
The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 106 or consent of instructor.

245S Human Ancestors.
A review of the biological and cultural evolution of humans. Topics include human uniqueness, race and biological diversity, the earliest humans in Africa, radiations of fossil and modern humans. Includes laboratory. Prerequisite, 106 or Biology 110; Geosciences 103 or 105. Maximum enrollment, 24. The Department.

249F The Archaeology of Continental Discovery.
Explores the social, organizational and environmental consequences of initial human colonization of unoccupied landscapes.

Examined through case studies, including initial colonization of Australia and North America, and the voyaging expansion of people across Pacific islands. Also addresses the consequences of European "rediscovery" of these areas for native peoples and environment. Prerequisite, 106 or consent of instructor. Beck and Jones.

250S The Ethnography and Archaeology of Hunter-Gatherers.
Humans lived as hunter-gatherers for 99% of our evolutionary past. Today, just a small fraction of the world's population lives as hunter-gatherers and that number is rapidly decreasing due to modernization. Anthropologists and archaeologists are interested in studying the adaptive range of modern hunter-gatherers in order to help interpret the archaeological record. Course explores the ethnographic and archaeological study of hunting and gathering with a focus on analogy and inference developed in ethnoarchaeology and behavioral ecology. Prerequisite, 106 or consent of instructor. Goodale.

[281Su] Archaeology Field Course I.
A three- to four-week introduction to archaeological field techniques, including excavation, survey and mapping. Conducted in conjunction with field research programs of Hamilton faculty. Prerequisite, 106 or consent of instructor. Extra cost. Maximum enrollment, 8.

[282Su] Archaeology Field Course II.
A three- to four-week session building on training in archaeological field techniques received in Archaeology 281. Conducted in conjunction with field research programs of Hamilton faculty. Prerequisite, 281. Extra cost. Does not count toward the concentration in archaeology or cultural anthropology. Maximum enrollment, 8.

325F Analytic Methods in Archaeology.
A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 106. Maximum enrollment, 8. Goodale.

334S Method and Theory in Archaeology.
An examination of the historical development of modern methodological and theoretical approaches and problems in American archaeology. Space-time frameworks, typology, form and function, research design, evolutionary, ecological and behavioral theory. Prerequisite, 106. Goodale.

441F Senior Seminar in Archaeology.
Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project. Goodale.

451S Senior Project in Archaeology.
For students continuing their senior projects in archaeology for a second semester but who are not pursuing honors. Continuation of participation in 441. The Department.

561S Honors Thesis in Archaeology.
A thesis supervised by at least one member of the department. Continuation of participation in 441. Prerequisite, 441. The Department.

Art

Faculty
L. Ella Gant, *Chair*
Katharine Kuharic (F)
Robert B. Muirhead III
Rebecca Murtaugh
Christopher Russell
William Salzillo
Cindy Tower

A concentration in art consists of 11 courses. These include two courses in the Art History Department, one of which must be pre-1900 or non-European; Art 104, Introduction to Drawing; Art 350, Junior Seminar; and seven additional art courses, one course in each of the following three areas:

1) Painting and Printmaking
2) Ceramics and Sculpture
3) Photography and Video

and either the two-semester Senior Project (501-502) or 501 plus one additional 300-level course. Students must complete a minimum of one 300-level course in the same area as their senior project before the end of the junior year.

All senior concentrators are required to register for the Senior Project (501) in the fall semester of their final year. Based on a review by the studio faculty of work done in this course, students who have demonstrated their ability to work independently will be offered the opportunity to compete for honors by registering for an additional semester of Senior Project (502) work with the goal of preparing material for public exhibition at the end of the spring term. Others will complete an additional 300-level course in studio art.

Honors in art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished performance in the Senior Project. A complete description of the Senior Project is available in List 111.

Students interested in studying abroad should consult with a member of the department as early as possible. Concentrators will need to consider the most appropriate means of integrating study abroad with the Junior Seminar requirement and preparation for their Senior Project.

A minor in art consists of 104, one art history course and three additional studio art courses.

104F,S Introduction to Drawing.
Study of the basic elements of drawing, including line, texture, mass and composition. Students work from the model during class time, do outside assignments and participate in group criticism. Maximum enrollment, 20. Kuharic, Muirhead or Salzillo.

Spring 2008 01 (Salzillo W)
Spring 2008 02 (Kuharic K)
Spring 2010 02 (Muirhead R)

105F,S Design.
Introduction to the visual language in two and three dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Maximum enrollment, 20. Muirhead or Salzillo.

Spring 2008 01 (Salzillo W)

106F,S Introduction to Ceramics.
Handbuilding techniques will be employed to explore the sculptural possibilities of clay. A developed visual and conceptual vocabulary will accompany the technical aspects of ceramics through studio practice and class critique. Not open to seniors. Maximum enrollment, 16. Murtaugh.

Fall 2010 01 (Murtaugh R)

109F,S Introduction to Sculpture.
Fundamentals of sculpture using traditional and nontraditional materials and methods. A developed visual and conceptual vocabulary will accompany studio practice and class critique. Not open to seniors. Maximum enrollment, 10. Murtaugh.

Fall 2010 01 (Murtaugh R)

113F,S Introduction to Photography.

Fundamentals of 35mm photography, black-and-white film processing, print enlargement and development. Exploration of development and control of technical skills, and understanding of standards within the field of photography. Emphasis on use of camera as a tool for creative exploration. Must have own 35mm camera with manual settings. Not open to seniors. Maximum enrollment, 16. Russell.

Fall 2009 01 (Almanas K)

115S Introduction to Digital Photography.
Exploration and control of technical skills and understanding of the traditions of image making. A focus on scanning, fundamentals of Photoshop and calibration of images for digital printing. Expressive use of the medium and development of a portfolio. Maximum enrollment, 12. The Department.

Spring 2009 01 (Almanas K)

160F,S Figure Drawing.
Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related topics such as the figure in the environment and portraiture. Maximum enrollment, 20. Tower.

Fall 2009 01 (Kuharic K)

203F,S Introduction to Painting.
Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures and landscape. Not open to seniors. Maximum enrollment, 16. Kuharic, Muirhead or Salzillo.

Fall 2007 01 (Salzillo W)
Spring 2008 01 (Muirhead R)

213F,S Introduction to Video.
Exploration of traditional and non-traditional uses for video. Emphasis on developing ideas and conveying meaning through video work. Fundamentals of camera and editing for videography. Introduction to theory and history of experimental video. Not open to seniors. Maximum enrollment, 12. Gant.

Fall 2007 01 (Gant L)
Fall 2007 02 (Gant L)
Fall 2008 01 (Gant L)
Fall 2008 02 (Gant L)
Spring 2008 01 (Gant L)
Fall 2009 01 (Gant L)
Fall 2009 02 (Gant L)
Spring 2010 01 (Gant L)

233S Introduction to Printmaking.
Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation and safety. Not open to seniors. Maximum enrollment, 12. Muirhead.

Fall 2007 01 (Salzillo W)

235F,S Intaglio Printmaking.
Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May repeat for credit at increasingly advanced levels. Prerequisite, 104 or 160. Maximum enrollment, 12. Muirhead.

Spring 2008 01 (Muirhead R)
Spring 2010 01 (Muirhead R)

302F,S Advanced Photography.
Advanced investigation and study of the creative tools of black-and-white and color photography. Continued exploration of personal vision with emphasis on social and cultural contexts for photography. May repeat for credit at increasingly advanced levels. Prerequisite, 113 or 115. Maximum enrollment, 16. Russell.

Fall 2009 01 (Almanas K)

304F,S Advanced Painting.
Further exploration of concepts and techniques presented in Introduction to Painting with emphasis on landscape and interiors as subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic. May repeat for credit at increasingly advanced levels. Prerequisite, 203. Maximum enrollment, 16. Kuharic, Muirhead or Salzillo.

Fall 2007 01 (Salzillo W)
Spring 2008 01 (Kuharic K)
Fall 2009 01 (Kuharic K)

307S Advanced Three Dimensional Studies.
Advanced study of materials such as clay, wood, metal, plaster and plastic utilizing processes such as casting, fabrication, carving and construction. May repeat for credit at increasingly advanced levels. Prerequisite, 106 or 109. May be repeated for credit at increasingly advanced levels. Maximum enrollment, 16. Murtaugh.

Spring 2010 01 (Murtaugh R)

313F Advanced Video.
Advanced investigation and study of video production. Special topics such as video history, activism, censorship, installation work. Advanced exploration of personal vision with emphasis on social and cultural contexts for video. May repeat for credit at increasingly advanced levels. Prerequisite, 213. Maximum enrollment, 12. Gant.

Fall 2007 01 (Gant L)
Fall 2008 75 (Gant L)
Spring 2008 01 (Gant L)
Fall 2009 01 (Gant L)
Spring 2010 01 (Gant L)

[350F] Junior Seminar.
Critical Theory and Studio Practice. Addresses major themes in art criticism and studio practice from 1970 to the present. Students will reflect on these themes through the production of mixed media studio projects, classroom discussion and written assignments. Especially designed for junior concentrators. Prerequisite, one studio course. Maximum enrollment, 16.

Fall 2008 01 (Gant L)
Spring 2008 01 (Murtaugh R)

377S Electronic Arts Workshop.
Emphasis on collaborative work among computer musicians, digital photographers and videographers in the creation of visual/musical works. Other projects will include transmedia installations or performance art pieces. Prerequisite, 277, Art 313 or Art 302 with consent of instructors. (Same as Music 377.) Maximum enrollment, 14. Gant and S Pellman.

501F Senior Project I.
A required one semester course for senior concentrators. To be followed by 502S upon successful completion and approval of the senior project advisor. The Department.

502S Senior Project II.
A required one-semester course for senior concentrators working toward honors and the senior exhibition. Prerequisite, 501F and permission of the senior project advisor. The Department.

Art History

Faculty

Deborah F. Pokinski, *Chair* (F)
Steve J. Goldberg, *Acting Chair (fall)*
Rand Carter
Scott MacDonald
John C. McEnroe (S)
Nanette E. Thrush

A concentration in art history consists of nine art history courses and at least one course in studio art. The nine art history courses must include 245, 254 or 258; 282; 285; 292 or 293; one 300-level course; three electives and a seminar taken during either semester of the senior year. A second course in studio art may be counted as one of the electives.

The Senior Project in art history includes an extensive research paper prepared in connection with the senior-year seminar and its oral presentation before the department.

Honors in art history will be awarded on the basis of a cumulative average of 3.3 (88) or above in coursework toward the concentration and distinguished achievement on the Senior Project.

Students planning to apply for graduate studies in the history of art are advised to acquire or consolidate a fluency in two foreign languages. Students interested in preparing for a professional school of architecture should consult with Professor Rand Carter as early as possible.

A minor in art history consists of five courses in art history, including at least one pre-modern or Asian course.

120F Introduction to the History and Theory of Film.
A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Comparative Literature 120 and Cinema and New Media Studies 120.) MacDonald.

150F Architecture in History.
A critical examination of the development of the designed and built environment from the Paleolithic Period to the Industrial Revolution, with consideration given to urban, social and landscape issues. (Writing-intensive.) Maximum enrollment, 20. R Carter.

Fall 2010 01 (Carter R)

[151F] Architecture and the Environment.
A critical and historical introduction to the study of human intervention in the environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose and formal significance. Individual buildings examined in relation to their urban and natural contexts. (Proseminar.) Maximum enrollment, 16.

Fall 2007 01 (Carter R)
Fall 2007 02 (Carter R)
Spring 2010 01 (Carter R)

152F,S Proseminar in Art History.
An introduction to the roles that art plays in shaping society from ancient times to the present. Discussion and writing assignments focusing on topics such as stereotypes, gender roles, propaganda, censorship, popular culture, patronage, museums and the art market. (Writing-intensive.) (Proseminar.) Open to first- and second-year students only. Maximum enrollment, 16. McEnroe and Pokinski.

Fall 2009 01 (McEnroe J)

154F,S Arts and Cultures of Asia.
An introduction to the traditional arts of India, China and Japan. Discussion focusing on the cultural and aesthetic values, religio-philosophical beliefs and historical conditions informing the practice of art and its reception within these cultures. Goldberg.

[236S] Outrageous Acts: Avant-Garde Theatre and Performance Art.

An examination of experimental art's capacity to shock and to force us to recognize ourselves from new and unexpected perspectives. The historical, cultural and philosophical origins and influences, as well as exemplary works from the early avant-garde movements (1890-1940) and more contemporary avant-garde theatre and performance art (1950-1990). Discussion of the art, music, literature, theatre and film of Surrealism, Symbolism, Expressionism, Dada, Futurism, Constructivism, Epic, The Living Theatre, Grotowski, Monk, Wilson, Foreman, The Wooster Group, Hughes, Finley. (Oral Presentations.) (Same as Theatre 236.)

[245] Hindu, Buddhist and Islamic Arts of India.
An introduction to Hindu, Buddhist and Islamic traditions of art and architecture in India, as well as the art and architecture of the colonial and post-colonial periods. (Same as Religious Studies 245.)

[248S] Paths to Enlightenment: The Arts of Buddhism.
An examination of the history and meaning of the art and architecture of Buddhism within its various cultural locations: beginning in 2nd-century BCE India, through its transmission across Asia to Sri Lanka, Afghanistan, Central Asia, China, Korea, Japan, Tibet, Myanmar, Thailand, Cambodia and Indonesia. Exploration of this multifaceted tradition as a profound expression of artistic and religious values. (Writing-intensive.) Maximum enrollment, 20.

253F Modern Art.
Art from Impressionism through Pop. Beginning with late 19th-century modernism, a close examination of the historical, societal, cultural, philosophical, political, economic, and theoretical frameworks from which modern art and theory emerged. Tying these together is the broader question of modernity itself and its transformation through a time of radical technological and social change and its affect on the visual arts. Thrush.

254S Courtier, Samurai, Priest and Chonin: The Arts of Japan.
A historical examination of the social and aesthetic values and sensibilities expressed in the indigenous arts associated with the court aristocracy, samurai warrior, Zen priest and chonin or townsman. Japanese material culture, including painting, calligraphy, sculpture, architecture, gardens, kimono, ceramics and the tea ceremony. Goldberg.

[257] The World of Spanish Art: From the Alhambra to Guernica.
Intensive study of the artistic production of Spain, as reflected in the most significant expressions of architecture, painting and sculpture, along with the cultural and historical context in which these works were created. To be included, among others: Moorish, Romanesque, Gothic, Renaissance, Baroque, Neoclassic and Modernist styles (in architecture); El Greco, Velázquez, Zurbarán, Ribera, Murillo, Goya, Sorolla, Picasso and Dalí (in painting); and Vasco de la Zarza, Bigarny, Diego de Siloé, Juni, Montanás, Cano, Mena, Berruguete (in sculpture). Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. (Same as Hispanic Studies 257.)

258F Political Power and Cultural Authority: The Arts of China.
A historical examination of the ethico-aesthetic, religio-philosophical and socio-political values expressed in the indigenous arts associated with the imperial court, the scholar's studio, the marketplace and the subtle art of dissent. Chinese material culture, including painting, calligraphy, sculpture, ceramics, jade, ritual bronzes, architecture and silk robes. Goldberg.

[259F] Defining American Art.
The role of art and its development in the United States between 1800 and 1950. Topics include the effects of the colonial experience, the search for a national identity, expressions of race, class and gender, the sense of inferiority in relation to European art, popular and vernacular art forms, and debates over public support of the arts. Prerequisite, one course in art history, American history, American literature or American studies.

[261S] Classical Art: Inventing the Past.
An examination of Mediterranean art from the Bronze Age through the Roman Empire. Special emphasis on the archaeological discovery and reshaping of ancient art by later scholars and the concept of the "classical." (Writing-intensive.) Prerequisite, one course in art history or classics. (Same as Classics 261.) Maximum enrollment, 20.

Spring 2008 01 (McEnroe J)

[266S] Art of the Islamic World.
The Near and Middle Eastern origins, the classical inheritance, and the Eastern and Western diffusion of Islamic civilization.

270F Medieval Art and Culture.
Western European art and culture from the fourth through the fourteenth centuries. Through art, literature, music and history, a study of the emergence of early Christian art from its Classical origins, and the development of a wholly integrated spiritual expression in the art of Byzantine, Romanesque, and Gothic Europe. Topics include Constantine the Great, Iconoclasm, the creation of the Bible, pilgrimage and crusade, and Monty Python. Thrush.

[282S] The Renaissance: Reframing the Golden Age.
An examination and reevaluation of Renaissance art. Topics include the relations between art and craft, the social functions of art, gender and ethnic stereotypes.

Spring 2008 01 (McEnroe J)

284F Nineteenth Century Art and Culture.

A study of the visual and literary culture of the 19th Century in France, England and the United States using various methodological approaches. Topics include: collectors and collecting; the politics of display; revival styles; art as political propaganda; ekphrasis; etiquette, Manifest Destiny; and decadence. (Writing-intensive.) Prerequisite, one course in art history. Maximum enrollment, 20. Nanette Thrush.

285F Seventeenth-Century Art.
The internationalization of Italian Renaissance classicism in the Age of Expansion, beginning with its origins in Rome and continuing with its development in the new artistic capitals of southern, western and northern Europe. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velasquez, Poussin, Vermeer and Jones. R Carter.

Fall 2010 01 (Carter R)

286S Art in the Age of the Enlightenment.
The 18th century in Europe and its overseas dominions seen as a watershed between a rational and an empirical attitude to nature and reality. The rococo, sentimental and picturesque/sublime traditions and their assimilation into neoclassicism. Attention given to the landscape garden and the decorative arts as well as architecture, painting and sculpture. The Department.

Spring 2007 01 (Carter R)

290F Facing Reality: A History of Documentary Cinema.
The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers' conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary. (Same as Comparative Literature 290.) MacDonald.

[292F] Modern Architecture: 1750 to the Present.
The origins of an essentially modern attitude toward architecture during the late 18th century and its development in the 19th and 20th centuries.

Fall 2009 01 (Carter R)

[293] Modernism and Postmodernism.
Developments in European and American high art from the beginnings of Modernism through the emergence of Postmodernism at the end of the 20th century. Topics include the effects of shifting social and gender roles on subject matter and audience, the hegemony of formalist aesthetics and avant-gardism, the relationship between art and popular culture, and the role of art institutions.

Fall 2009 01 (Pokinski D)

[301F] Critical Cinema: A History of Experimental and Avant-Garde Film.
A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students.

313F Seminar Religion and Modern Art.
Investigates the ways religious traditions have continued to influence the visual arts into the modern and postmodern periods. Topics range from the theosophical inclinations of Kandinsky and Mondrian to the mystical inclinations of abstract expressionism, from the "blasphemous" images of Ernst and Dix to the meditational video work of Gary Hill and Bill Viola. Media covered include painting, sculpture, video, architecture, and film. Recent exhibitions such as "Negotiating Rapture," "Traces du Sacre" and "The Third Mind" will be discussed. Prerequisite, one course in religious studies or art history. Includes mandatory two-day trip to NYC. (Same as Religious Studies 313.) Maximum enrollment, 12. Rodriguez-Plate.

[319F] Text/Image in Cinema.
Focus on the ways in which the histories of film and literature have intersected. Discussion of implications of adapting narrative and dramatic fiction to the screen. Also evokes the history of the use of visual text in film — in titles, intertitles, subtitles, credits — as a background for exploration of the wide range of creative uses of visual text evident in the work of independent filmmakers. Filmmaker guests will be invited to talk about their work. Prerequisite, one course in literature or film. (Same as Comparative Literature 319.)

330F Art Historians and Art History.
Changing interpretations of art from the Renaissance to the present: biography, connoisseurship, formalism, iconology, feminist and postmodern theory. (Writing-intensive.) Prerequisite, one 200-level course in art history. Maximum enrollment, 20. McEnroe.

Fall 2009 01 (McEnroe J)

[331] Introduction to Museum Studies.
An introduction to the history of museums, types of museums and the definition of a museum. Explores the practical considerations and problems of museum organization, operation and administration and the proper handling and interpretation of

objects, as well as the philosophical basis, professional practices and ethical ramifications of museums and their changing perceptions and obligations in our society. (Writing-intensive.) Prerequisite, one 200-level art history course. Maximum enrollment, 20.

[340S] The Arts of Zen Buddhism.
An in-depth investigation of the rich and diverse forms of artistic practice associated with Zen Buddhism, a tradition introduced from India to China in the sixth century and transmitted to Japan at the end of the 12th and beginning of the 13th centuries. Topics include Zen history, doctrine and practice, aesthetics and theory of art, symbols and metaphors, themes and genres of painting, art of writing, architecture and gardens of Zen monasteries. (Writing-intensive.) Prerequisite, 154, 254, 258 or consent of instructor. Maximum enrollment, 20.

[350F] Gender Issues in Art History.
Examination of the role of gender in the production and content of art in the Western tradition. Special attention to the challenges facing women artists, the role of images in constructing and reinforcing gendered identities, the impact of feminist and gender-based scholarship. (Writing-intensive.) Prerequisite, one course in art history. Maximum enrollment, 20.

Fall 2009 01 (Pokinski D)

352S Contemporary Chinese Art in the Global Cultural Economy.
Examines the radical transformations in Chinese visual culture in the post-Mao era (1976-present): painting and calligraphy, sculpture and photography, installation and performance art. Topics include the impact of transnational forces of cultural and economic globalization, artistic expressions of cultural identity, historical memory, personal subjectivity and voice independent of the official government line, the rise of a Chinese avant-garde movement, art after Tiananmen, and the place of contemporary Chinese art within a global perspective . (Writing-intensive.) Prerequisite, Art History 154 or 293, or consent of instructor. Maximum enrollment, 20. Goldberg.

359S North American Architecture before the Civil War and the British North America Act.
A brief outline of architecture, planning and design in the Americas before Columbus, followed by a fuller discussion of the period of European colonization and the era of political independence. The Canadian experience will be included. Field trips to accessible sites. Prerequisite, 150, 151 or consent of instructor. The Department.

Spring 2007 01 (Carter R)

[375S] Religion, Art and Visual Culture.
What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism). Prerequisite, 0ne course in either art history or religious studies. Required weekend field trip to New York City. (Same as Religious Studies 375.) Maximum enrollment, 12.

[401F] Seminar in East Asian Art.
Selected topics in Chinese and Japanese art. (Writing-intensive.) Prerequisite, one course in Asian art history or consent of instructor. Maximum enrollment, 12.

406S Seminar in Modern Art.
Topics in modern art and historiography. Prerequisite, 293. Maximum enrollment, 12. Pokinski.

[490S] Seminar: History of Design and the Decorative Arts.
Study of style and social function in the arts of design, with special emphasis on furniture and interior design. Student presentations may include such media as ceramics, glass, metalware and textiles. Visits to public and private collections. (Writing-intensive.) Prerequisite, 285 or consent of instructor. Maximum enrollment, 12.

[491S] Seminar in Neo-Classicism.
Art around 1800 seen as a watershed between Renaissance humanism and modernism. Topics include the reinvesting of old forms with new meanings, the reevaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticization of the past and future. (Writing-intensive.) Prerequisite, 285. Maximum enrollment, 12.

Spring 2010 01 (Carter R)

Asian Studies

Program Committee
Lisa N. Trivedi, *Director* (History) (FS)
Haeng-ja Sachiko Chung (Anthropology)
Steve J. Goldberg (Art History)
Hong Gang Jin (Chinese)
Masaaki Kamiya (Japanese)
Anne E. Lacsamana (Women's Studies)
Chaise LaDousa (Anthropology)
Aishwarya Lakshmi (English) (F,S)
Kyoko Omori (Japanese)
Jay G. Williams (Religious Studies)
Thomas A. Wilson (History)
Steven Yao (English)

The Asian Studies Program offers a multidisciplinary approach to the study of the cultures, languages and societies of Asia, including those of China, India, Japan and Indonesia. A concentration in Asian studies consists of nine courses distributed among at least three departments. These courses should be selected according to the four requirements listed below. Honors in Asian studies will be awarded to concentrators with at least an 3.3 (88) average in the concentration and who complete 550 with a grade of at least A-.

A minor in Asian studies consists of five courses, including 180 and four electives approved by the program chair.

The four requirements for a concentration in Asian studies are as follows:

1. 180F,S Exploring Culture in the Great Cities of Asia.

2. Asian Language: The completion of Chinese 140, Japanese 140 or an equivalent course offered through Critical Languages. Students, in consultation with the program chair, may also fulfill this requirement through appropriate language study abroad or through an intensive summer program.

3. Core Courses: In consultation with the program chair, students design their concentration through the completion of six courses. For each requirement below, courses are chosen from at least two departments. Besides Asian Studies 180, one other 100-level course may be counted toward the concentration.

a) Two 200-level courses devoted to a particular country: one "Culture and History" course marked by * and one "Society and Politics" course marked by #;

b) Four courses with a primary focus either on one Asian country (China, Japan or India) or on a theme or problem in several Asian countries (for instance, gender and sexuality; visual and performing arts; religious belief and practice; politics and nationhood; language, literature and film. Note that courses for this thematic approach should be chosen with the guidance of a faculty advisor); two of these should be courses at the 300 level or above, and should be in different departments.

4. 550F,S Senior Project.

Among the courses in Asian studies currently offered are the following:

Anthropology
220 Contemporary Politics and Culture in India #
232 Comparative Ethnographic Study of Asia #
248 Peoples of China #
268 Japan Inc.: Hierarchy, Power and Resistance #
338 The Anthropology of Globalization and Transnationalism#

Art History
154 Arts and Cultures of Asia
245 Hindu, Buddhist and Islamic Arts of India *
254 Courtier, Samurai, Priest and Chonin: The Arts of Japan *
258 Political Power and Cultural Authority: The Arts of China *
266 Art of the Islamic World
340 The Arts of Zen Buddhism
352 Contemporary Chinese Art in the Global Cultural Economy
401 Seminar in East Asian Art

Comparative Literature
356 Introduction to Japanese Film

East Asian Languages and Literatures - Chinese
150 Chinese Culture, Society and Language
200 Advanced Chinese I
205 Modern China Through Film
210 Modern and Contemporary Chinese Literature: Traditions and Modernists *
215 Chinese Literature in Translation *
220 Advanced Chinese II
230 Translation Workshop
320 Chinese Press and Television
360 Readings in Modern Chinese Literature
400 The Changing Face of China
420 Selected Readings in China's Post-Cultural Revolution Era
430 Masterpieces of Chinese Literature
445 Classical Chinese Language and Culture
490 Advanced Readings in Chinese Literature, History and Philosophy

East Asian Languages and Literatures - Japanese
150 Introduction to Japanese Culture and Language
200-220 Advanced Japanese
205 Issues in Japanese Language
235 Love, Family and Loneliness in Modern Japanese Literature *
239 Modern Life and War in Japanese Literature *
263 Deconstructing Orientalism: Representations of Japan in Popular Culture
401 Selected Readings in Japanese
402 Japanese Textural Analysis and Translation

Government
211 Politics in China #
339 East Asian International Relations
369 American Policy in the Middle East

History
180 Exploring Culture in the Great Cities of Asia
235 Women in Modern Asia
239 The Making of Modern India, 1526-1947 *
247 "Cracking India:" Historical and Literary Perspectives on Partition
270 Emperor, Courtier and Samurai in Japan *
273 Restoration and Reform in Modern Japan *
280F Chinese Culture in Imperial Times *
285 Modernity and Nationhood in China #
305 Nomads, Conquerors and Trade: Central and Inner Asia
333 Philosophical Masters of Ancient China
337 Seminar: Confucian Traditions
338 Seminar: Heroes and Bandits in Chinese History and Fiction
360 Mythical Histories in China and Japan
363 Seminar: Colonial Encounters in Asia
375 Gandhi: His Life and Times

Religious Studies
105 Origins
208 The Dao and Its Power *
218 The Word and the Spirit *
225 Buddhist Worlds in the USA *
305 The World of Zen
405 Seminar in Modern India and the West
425 Seminar in Mahayana Buddhism

Theatre
255 Asian Performance: The Exotic Body

180F Exploring Culture in the Great Cities of Asia.
An interdisciplinary exploration of Asian cultures through cities in China, India and Japan from early times to the 20th century. Examines the history and geography of greater Asia; its diverse peoples and their philosophical and literary traditions; their religious and commercial practices; and their art. (Writing-intensive.) (Same as History 180.) Maximum enrollment, 20. Wilson and the Department.

Fall 2010 01 (Wilson T,Amar A,Bradley F)

550F,S Senior Project.
Concentrators normally work with two members of the Asian Studies Program Committee to develop an extensive, culminating project. Prior to the semester of the senior project, students are expected to attain methodological sophistaication in at least one discipline by completing upper-level course work in that area. Concentrarots meet together throughout the semester to discuss the projects and present preliminary and final results to their peers. (Writing-intensive.) Prerequisite, at least one Asian Studies course offered at the 300-level. Maximum enrollment, 20. The Program.

Biochemistry/Molecular Biology

Program Committee
Myriam L. Cotten, *Director* (Chemistry)
Wei-Jen Chang (Biology)
Timothy E. Elgren (Chemistry)
Herman K. Lehman (Biology)
Michael L. McCormick (Biology)
Nicole L. Snyder (Chemistry) (F,S)

The departments of Biology and Chemistry offer an interdisciplinary concentration in biochemistry/molecular biology (BMB). Prospective concentrators should elect both chemistry and biology in their first year. The concentration consists of 11 courses (and Math 113 and 114, or equivalent, as prerequisites for certain courses), including four courses in BMB, three courses in Biology, three courses in chemistry and one course from a list of selected courses provided below. BMB courses must include 270, 346, 550 and one from 320, 321 or 322. Biology courses must include 101, 102 (or 115), and 248. Chemistry courses must include 120 (or 125), 190 and 255. Math 113 and 114, or equivalent, are prerequisites for BMB 320, 321 and 322. The elective course must be chosen from BMB 551, Biology 331, 357, 443 or 448, and Chemistry 320, 321, 322 or 380. BMB 550 satisfies the Senior Thesis requirement. A complete description of the Senior Program is available from the departments. Honors in BMB will be based on excellence in coursework and on the Senior Thesis.

270S Biological Chemistry.
A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. (Same as Chemistry 270 and Biology 270.) Cotten.

Spring 2007 01 (Elgren T)

320S Biophysical Chemistry.
A study of the fundamental concepts and principles of physical chemistry applied to biological systems. Topics include the spectroscopy, thermodynamics and kinetics of proteins and other biomolecules, and the use of this knowledge to explain the physical basis of biochemical properties. Prerequisite, Chemistry 270 and Mathematics 114. Physics 105, 195 or 205 is recommended. (Same as Chemistry 320.) Cotten.

321F Physical Chemistry I.
A study of the fundamental concepts and principles of quantum chemistry. Topics include quantum mechanics and the nature of the chemical bond; applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments that lead to the development of quantum mechanics, on molecular modeling and on spectroscopy. Laboratory includes applications to biochemistry. Three hours of class plus laboratory. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. (Same as Chemistry 321.) Van Wynsberghe.

322S Physical Chemistry II.
A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include the laws of thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, reaction rate theory and photochemistry. Three hours of class plus laboratory. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. The department recommends that students take 321 prior to 322. (Same as Chemistry 322.) Van Wynsberghe.

346F Biochemistry.
The advanced study of the origin of life, the origin of organelles, and biochemical pathways in living organisms, with emphasis given to metabolisms of carbohydrates, lipids, proteins and nucleic acids. Includes in-depth discussion of contemporaneous developments in molecular biology and comprehensive training on molecular cloning in laboratory. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Biology 346.) Chang.

550F,S Senior Thesis I.
A research project carried out in association with a faculty member. One course credit. Must be approved by May of the junior year. The Program.

551S Senior Thesis II.
A research project carried out in association with a faculty member. Includes written and oral presentations. Candidates for honors should elect both 550 and 551. Prerequisite, 550. One course credit. The Program.

Biology

Faculty
Herman K. Lehman, *Chair*
Wei-Jen Chang
David A. Gapp
Jinnie M. Garrett
Michael L. McCormick
Sue Ann Miller
William A. Pfitsch (S)
Patrick D. Reynolds
Ashleigh B. Smythe
Ernest H. Williams

Special Appointment
Kenneth M. Bart

A concentration in biology consists of 12.5 credits, including 9.5 credits in Biology, two credits in Chemistry and one credit related to science in society. Biology courses must include 101 and 102 (or 115), at least four additional courses with laboratories, and 550 and 551. Chemistry courses must include 120 (or 125) and 190. The science and society course must be chosen from a list of courses provided by the department that discuss issues in public policy or ethics related to science or technology. With prior departmental approval, up to two credits may be transferred into the concentration from study off-campus. Students preparing for graduate studies in biology should take at least one year each of calculus and organic chemistry and should have knowledge of statistics. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis.

A minor in biology consists of five courses, which must include 101 and 102 (or 115) and at least one course at the 300 level or higher. The following courses do not count toward a concentration or minor in biology: 120, 150 and 215. Biology 101 and 102 are open to juniors and seniors.

101F General Biology: Genetics and Evolution.
An introduction to the life sciences. The diversity of living organisms, the molecular basis of life, the mechanisms of inheritance, and the process and patterns of evolution. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 100. Chang and E Williams.

102S General Biology: Cells to Ecosystems.
An introduction to the life sciences with a focus on how structure promotes function at cellular, organismal, and ecosystem levels of organization. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 100. Lehman and Pfitsch.

115F Biology: Fundamentals and Frontiers.
Introduction to the study of biology at the college level for students with a strong background in biology and chemistry. Intensive study of selected topics that illustrate the fundamental principles of, and new developments in, the biological sciences. Three hours of class/discussion and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Proseminar.) Prerequisite, consent of department. Maximum enrollment, 32. Gapp and McCormick.

[120S] Female Biology.
An opportunity for non-science majors to learn more about themselves by engaging in topics that are part of several biology courses. Selected biological topics and concepts are considered using human and non-human female examples. Discussion of body organization is supplemented with limited dissections. Three hours of class, discussion, presentation and some laboratory experiences. May not be counted toward the concentration or the minor. (Oral Presentations.)

Spring 2009 01 (Miller S)

150S Environmental Science.
An introduction to environmental science. Emphasis on scientific understanding of the causes and implications of, and potential solutions for, problems that result from human interactions with the environment. Current environmental problems examined from an ecological perspective. (Same as Environmental Studies 150.) E Williams.

[180S] Tropical Field Studies.
Study of the environment, ecology and human-environment interactions of Belize. 75 minutes of class per week and required Spring Break field trip. Extra cost. One-half course credit. Maximum enrollment, 16.

200S Scientific Digital Imaging.

An introduction to digital imaging techniques used to acquire, enhance and derive quantitative information from a variety of image sources. Use of Adobe Photoshop and other software to produce publication-quality images and extract data from digital images. Topics include digital photography, artifact removal, 3D rendering and quantitative analysis. Prerequisite, two science courses. Maximum enrollment, 12. Bart.

213F Marine Biology.
Introduction to life in the sea. Study of marine habitats, food webs, diversity and adaptations of marine organisms, and interaction of human culture and marine life. Three hours of class and one weekend of field work. (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 20. Reynolds.

215F Genetics and Society.
Study of the science of genetics with particular focus on its application in society, e.g., in medicine and agriculture. Discussion of the social, ethical and legal issues arising from the Human Genome Project. Three hours of class and occasional time in lab. May not be counted toward the concentration or the minor, and not open to students who have completed 248. Garrett.

Fall 2007 01 (Garrett J)

218F Industrial Ecology.
The science of sustainability. Using a variety of tools students will assess the total environmental impact associated with the manufacturing, use and disposal of a variety of common consumer goods. Key concepts to be introduced include life-cycle analysis, eco-design, product stewardship, product dematerialization, industrial metabolism and industrial symbiosis. Popular strategies for reducing the environmental burden of industrial activities will also be examined. (Proseminar.) Prerequisite, any 100-level course in science, government or economics. May not be counted toward the concentration or the minor in biology. (Same as Geosciences 218.) Maximum enrollment, 24. McCormick.

221S Microbiology.
Introduction to microorganisms, including bacteria, archaea, single-cell eukaryotes (yeast, algae, protozoa) and viruses, with an emphasis on prokaryotic metabolism and ecology. Basic laboratory techniques, including isolation, cultivation and identification of microbes. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115 and Chemistry 120 or 125, or consent of instructor. McCormick.

222S Vertebrate Organization.
Inquiry-based study of functional gross anatomy and histology. Laboratory emphasizes dissection to understand mammalian organization. Fresh material is the basis for some labs. Student groups dissect and present non-mammalian vertebrates. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 18. Miller.

Spring 2009 01 (Miller S)
Spring 2010 01 (Miller S)

228F Invertebrate Biology.
Survey of animal diversity, including marine and freshwater fauna, parasites, insects and the origin of vertebrates. Emphasis on morphology, physiology, ecology and evolution. Three hours of class, three hours of laboratory. Prerequisite, 101 and 102, or 115, or consent of instructor. The Department.

Fall 2004 01 (Reynolds P)

237F Ecology.
The relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Prerequisite, 101 and 102, or 115, or consent of instructor. Three hours of class and three hours of laboratory or field exercises. Maximum enrollment, 28. Pfitsch and E Williams.

240F Plant Diversity.
Evaluation of the diversity of form and function of vascular and non-vascular plants in an evolutionary context. Field exploration of the diversity of local plant communities. Laboratory and greenhouse study of external and internal structure of terrestrial plants. Three-hours class and three hours of laboratory or field exercises. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 20. Pfitsch.

248S Genes and Genomes.
Study of the structure and function of genetic material using classical, molecular and genomic analyses. Consideration of the social, medical and agricultural applications of genetic technologies. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 32. Garrett.

Spring 2007 01 (Garrett J)

[260S] Geomicrobiology.
Interaction of microbes and minerals from early in Earth's history to the present day. Emphasis on the diverse habitats of bacteria and archaea, mineral biogenesis and dissolution, and the roles that microorganisms play in geochemical cycles. Special topics will include geochemical influences on microbial evolution and community structure, life in extreme environments and the role of geomicrobiology in restoration of contaminated environments. Three hours of class and two hours of laboratory/discussion.

Required weekend field trip. Prerequisite, Biology 102 or 115, or Principles of Geoscience or consent of instructor. (Same as Geosciences 260.)

Spring 2007 01 (McCormick M)

262S Geomicrobiology of Antarctica.
The habitats of bacteria and archaea in Antarctica and the roles that these microorganisms play in geochemical cycles. Particular emphasis on the adaptations of microbes to the extreme environmental conditions of Antarctica. Special topics will include geochemical influences on microbial evolution and community structure, biogeography of microbes and life in extreme environments Prerequisite, Either an introductory course in Biology (101, 102 or 115) or Principles of Geoscience. One semester of chemistry is desirable but not required. 0.5 credit (Same as Geosciences 262.) McCormick.

270S Biological Chemistry.
A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. (Same as Biochemistry/Molecular Biology 270 and Chemistry 270.) Cotten.

Spring 2007 01 (Elgren T)

290F Paleontology.
A study of the origin of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. (Same as Geosciences 290.) Maximum enrollment, 24. C Domack.

[330] Neural Plasticity.
An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 205 or Biology 102 or 115. (Same as Neuroscience 330 and Psychology 330.) Maximum enrollment, 18.

331S Vertebrate Physiology.
Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal and endocrine systems. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 101 and 102, or 115, junior standing or consent of instructor. Maximum enrollment, 20. Gapp.

333F Vertebrate Development.
Developing anatomy emphasized with integration of molecular aspects of embryogenesis. Students prepare and present selected topics. Laboratory emphasizes microscopy and analytical skills using amphibian, avian and mammalian developmental anatomy with selected projects and observation of live embryos. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 18. Miller.

340F Plant Physiology.
The physiology of flowering plants. Includes plant growth and development, photosynthesis, mineral nutrition, water relations and stress physiology. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115, or consent of instructor. Pfitsch.

Spring 2004 01 (Pfitsch W)

342S Genes and Animal Behavior.
An advanced study of the genetic mechanisms that regulate complex animal behaviors. This course will review and introduce up-to-date studies on the genetic regulation of behaviors, e.g. circadian rhythms, courtship and mating, chemical/drug tolerance, emotion, learning and memory, and social behavior. Laboratory exercises will focus on the study animal behavior and the molecular, genetic and bioinformational tools used to analyze genes that underlie behavioral mechanisms. Prerequisite, 248. Yu.

346F Biochemistry.
The advanced study of the origin of life, the origin of organelles, and biochemical pathways in living organisms, with emphasis given to metabolisms of carbohydrates, lipids, proteins and nucleic acids. Includes in-depth discussion of contemporaneous developments in molecular biology and comprehensive training on molecular cloning in laboratory. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Biochemistry/Molecular Biology 346.) Chang.

[349S] Transmission Electron Microscopy.
The preparation of electron micrographs in the study of the cellular level of biological organization and digital imaging techniques. Prerequisite, four laboratory courses in biology. Maximum enrollment, 6.

352F Scanning Electron Microscopy and X-Ray Microanalysis.
Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected

research projects. Prerequisite, Two laboratory courses in science. (Same as Geoscience 352). Open to juniors and seniors with consent of instructor. Bart.

Fall 2007 01 (Bart K)

357F Cellular Neurobiology.
A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory. Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Neuroscience 357.) Lehman.

380S Parasitology.
A survey of eukaryotic parasites (excluding bacteria and viruses) of humans and other animals. Morphology, classification, pathology and diagnosis of medically important parasites will be discussed, as will ecological and evolutionary aspects of parasites in human and non-human hosts. Laboratory exercises will include examination of preserved material as well as dissection of invertebrate and small vertebrate hosts to collect, examine and preserve live parasites. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 32. Smythe.

437S Tropical Ecology.
In-depth study of basic and applied topics in tropical ecology including biodiversity and the structure and function of tropical ecosystems. Discussion of readings from the literature. (Oral Presentations.) Prerequisite, 237 or consent of instructor. Maximum enrollment, 12. Pfitsch.

[438S] Seminar in Biological Form.
The analysis of organismal form as it relates to physiology, ecology, biomechanics and evolution. Discussion of recent literature, including studies of all kingdoms of life from the cellular to organismal level.Three hours of class (lecture/discussion). Prerequisite, 101 and 102, or 115, and a 200-level biology course or consent of instructor. Maximum enrollment, 12.

441S Seminar in Evolutionary Biology.
Study of natural selection, behavioral evolution, genetic variability, molecular evolution, speciation and macroevolution. Discussion of readings from the literature. (Writing-intensive.) Prerequisite, 101 and 102, or 115, and junior standing. Maximum enrollment, 12. E Williams.

443S Seminar in Bioinformatics.
Study of computer-based approaches to molecular investigations: sequence variation, molecular evolution, functional and comparative genomics, and computational biology. Both literature-based lecture and training on the use of bioinformatic software are included. Prerequisite, 101 and 102, or 115, or consent of instructor. 215, 248 or 346 recommended. Chang.

448F Seminar in Molecular Genetics.
Study of the molecular mechanisms of inheritance through critical analysis of recent literature in molecular genetics. Emphasis on the scope and limitations of the genetic approach for studying biological processes. Three hours of lecture/discussion. Prerequisite, 248 or consent of instructor. Maximum enrollment, 12. Garrett.

550F Senior Thesis I.
An intensive library and laboratory or field research project carried out in association with a faculty member. (Oral Presentations.) Prerequisite, acceptance by the department of a written proposal. The Department.

551F,S Senior Thesis II.
Completion and presentation of the senior research project. Includes written and oral presentation. (Oral Presentations.) Prerequisite, 550. One-half credit. The Department.

552F,S Senior Thesis III.
A continuation of the senior research project for a more in-depth study of special topics in biological research. Open to students whose project in 550 warrants additional investigation. To be taken concurrently with 551. Prerequisite, 550 and consent of instructor. One-half credit. The Department.

Chemical Physics

Faculty
Ann J. Silversmith, *Director* (Physics)
Camille Y. Jones (Chemistry)
Gordon L. Jones (Physics)

The departments of Chemistry and Physics jointly offer a concentration in chemical physics. The concentration consists of 10 courses in chemistry and physics, which include Chemistry 120 or 125, 190, 321 and 322; Physics 190, 195, 290 and 295. Students must also complete a course in research methods in one of the departments, either Chemistry 371 or Physics 390, followed by a Senior Project, chosen in consultation with the committee, in the appropriate department. Mathematics 113 and 114 are required for 200-level classes in physics and 300-level classes in chemistry. Honors in chemical physics is based on outstanding work in courses and in the Senior Project.

Chemistry

Faculty
Ian J. Rosenstein, *Chair* (F,S)
Karen S. Brewer
Timothy W. Chapp
Myriam L. Cotten
Timothy E. Elgren
Camille Y. Jones
Joshua V. Ruppel
Nicole L. Snyder (F,S)
Adam W. Van Wynsberghe

Special Appointment
Robin B. Kinnel

A concentration in chemistry consists of eight courses: 120 or 125; 190; 255; one additional 200-level course; 321 or 322; 371; one additional 300- or 400-level course; and 551. In addition, two semesters of calculus and two semesters of physics (calculus-based physics recommended) are prerequisites for Chemistry 321 and 322. Students who are considering a concentration in chemistry are strongly encouraged to enroll in 120 or 125 in their first semester.

Students who plan to pursue graduate work or employment in chemistry or a related science are encouraged to satisfy the requirements for a degree certified by the American Chemical Society (ACS). In order to qualify for an ACS certified degree, students must take 270 and either 265 or 423 and must take an additional elective course at the 300- or 400-level, in addition to satisfying all other concentration requirements. Students who plan to attend graduate school in chemistry or chemically related fields are advised to take both 321 and 322. We invite all interested students to attend the departmental seminar series, which is a part of 551 and 552. Departmental honors are determined on the basis of distinguished coursework in chemistry and in the Senior Thesis.

A minor in chemistry consists of five courses: 120 or 125; 190; 255; 321 or 322; and one additional course at the 200-level or above. The minimum requirement in chemistry for preparation for medical school consists of 120 or 125; 190 and 255; and one additional course at the 200 level.

120F Principles of Chemistry.
Exploration of the central principles and theories of chemistry including stoichiometry, thermodynamics, equilibrium, reaction kinetics, and molecular structure and bonding. (Quantitative and Symbolic Reasoning.) Three hours of lecture and three hours of laboratory. Lecture offered in three sections. Brewer, Cotten, C Jones.

Fall 2007 03 (Brewer K)
Fall 2010 01 (Brewer K)

125F Principles of Chemistry in the Context of Health and Environmental Chemistry.
Intended for students with strong preparation in chemistry and high motivation, the course explores central principles in the context of current issues, including health, the environment and public policy. A discovery-based lab component addresses analytical and chemical approaches to environmental chemistry. (Quantitative and Symbolic Reasoning.) (Proseminar.) Discussion-based course centered on the unifying concepts in chemistry and the use of those concepts to develop critical-thinking skills. Three hours of class and three hours of laboratory. Maximum enrollment, 16. Elgren.

190S Organic Chemistry I.
Structure and bonding of organic compounds and their acid-base properties, stereochemistry, introduction to reactions and reaction mechanisms of carbon compounds and the relationship of reactivity and structure. Three hours of class and four hours of laboratory. Prerequisite, 120 or 125. Rosenstein and Ruppel.

Spring 2007 01 (Rosenstein I)

255F Organic Chemistry II.
Chemistry of conjugated alkenes and aromatic and carbonyl compounds, emphasizing mechanism and synthesis; introduction to carbohydrate and amino acid chemistry. Three hours of class and four hours of laboratory. Prerequisite, 190. Rosenstein and Ruppel.

Fall 2007 02 (Rosenstein I)

265S Inorganic Chemistry and Materials.
Topics in inorganic chemistry, including atomic structure and periodicity of the elements, bonding and properties of solid state

materials, coordination chemistry and electrochemistry. Laboratories emphasize synthesis and characterization of inorganic coordination compounds, electrochemistry and inorganic materials. Three hours of lecture and three hours of laboratory. Prerequisite, 120 or 125. Chapp.

Spring 2007 01 (Brewer K)
Spring 2007 01 (Borton C)
Spring 2010 01 (Brewer K)

270S Biological Chemistry.
A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. (Same as Biochemistry/Molecular Biology 270 and Biology 270.) Cotten.

Spring 2007 01 (Elgren T)

298F,S Chemistry Research.
Independent work in the research laboratory under supervision of a faculty member. Prerequisite, instructor's signature. May be repeated for credit, but not counted toward concentration requirements. Students may count up to one credit of chemistry research toward graduation. One-quarter, one-half or one credit per semester. No senior concentrators. The Department.

320S Biophysical Chemistry.
A study of the fundamental concepts and principles of physical chemistry applied to biological systems. Topics include the spectroscopy, thermodynamics and kinetics of proteins and other biomolecules, and the use of this knowledge to explain the physical basis of biochemical properties. Prerequisite, Chemistry 270 and Mathematics 114. Physics 105, 195 or 205 is recommended. (Same as Biochemistry/Molecular Biology 320.) Cotten.

321F Physical Chemistry I.
A study of the fundamental concepts and principles of quantum chemistry. Topics include quantum mechanics and the nature of the chemical bond; applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments that lead to the development of quantum mechanics, on molecular modeling and on spectroscopy. Laboratory includes applications to biochemistry. Three hours of class plus laboratory. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. (Same as Biochemistry/Molecular Biology 321.) Van Wynsberghe.

322S Physical Chemistry II.
A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include the laws of thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, reaction rate theory and photochemistry. Three hours of class plus laboratory. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. The department recommends that students take 321 prior to 322. (Same as Biochemistry/Molecular Biology 322.) Van Wynsberghe.

371F,S Research Methods in Chemistry.
Development of research skills in chemistry through a semester-long intensive laboratory project. Emphasis on laboratory work focusing on advanced synthetic techniques and spectroscopic characterization. Scientific writing, oral presentation skills and use of the chemical literature are also stressed. Six hours of laboratory and one hour of class. Prerequisite, 265 or 270. Maximum enrollment, 12. Chapp and Rosenstein (Fall), Chapp and Ruppel (Spring).

[380F] Chemical Immunology and Immunopharmacology.
Study of immunological responses at the molecular level including an introduction to the mechanisms of immunity, methods and techniques to diagnose infections, and treatment of infections diseases with an emphasis on the design and synthesis of immunotherapeutics. Prerequisite, 255 (270 or Biology 346 strongly recommended).

393F Advanced Organic Chemistry I.
Exploration of a diverse array of organic reactions, with an emphasis on mechanism and how they are used in the synthesis of biologically-active natural products. Examples taken from the primary chemical literature. Prerequisite, 255. Ruppel.

412S Advanced Organic Chemistry II.
Study of the techniques and theoretical framework used to investigate reaction mechanisms. Topics include thermochemistry, kinetics, linear free energy relationships and molecular orbital theory and symmetry. Prerequisite, 255 and 321. Rosenstein.

Spring 2007 01 (Rosenstein I)

[423S] Advanced Inorganic Chemistry.
Introduction to the chemical applications of group theory, including molecular structure and spectroscopy. Structure, bonding and reaction mechanisms of coordination compounds with readings in the primary literature. Prerequisite, 321 or 322.

Spring 2007 01 (Brewer K)

430S Solid State Chemistry.
An advanced laboratory-based physical chemistry course on the design, synthesis, and characterization of new and useful

materials. Topics include chemical bonding theories, thermodynamics, lattice dynamics, crystallography, ceramics, metallurgy, and computational methods in the context of solid-state structures. Discussions of strategies for designing materials for technological uses lead to student-led design projects involving the synthesis and characterization of novel materials. Scientific writing, use of the chemical literature, teamwork and oral presentation skills are also stressed. Prerequisite, Chem 321 or 322, or Phys 290. Two hours of formal discussion and two hours of group project per week. Maximum enrollment, 12. C Jones.

551-552F,S Senior Project.
An intensive research project carried out in association with a faculty member, culminating in a thesis. Prerequisite, 371. Attendance at weekly departmental seminars is required. Candidates for honors should elect both 551 and 552. The Department.

Cinema and New Media Studies

Program Committee
Patricia O'Neill, *Director* (NYC-S)
Martine Guyot-Bender
Angel David Nieves

Cinema and New Media Studies is an interdisciplinary minor that brings together courses involving historical and theoretical study and/or hands-on experience of photochemical, electronic and digital media. The focus of the minor is to develop critical perspectives on visual representations and new technologies (for example, cinema and the Internet) as they construct or express individual artistic visions or cultural identities.

The minor in Cinema and New Media Studies consists of five courses, including
1) either 120 or 125;
2) and four additional courses that collectively satisfy the three goals of the minor. Two of these four courses must be at the 200-level or higher.

The three goals of the minor are
1) Critical attention to and analysis of cinema and new media as artistic expression.
2) Engagement with the ways gender, religion, race, ethnicity, nationality, class, the natural environment and other social and physical forces are represented and explored in cinema and new media.
3) Analysis of the uses of technology in representing and constructing knowledge by means of performance, programming or participation in the creation of multi-media documents and/or hands-on experience in class assignments.

Opportunities for independent study for seniors will be made available as faculty sponsorship permits.

The numbers after each course in the list below indicate which goals of the minor are addressed by the course.

Africana Studies
304 Seminar in e-Black Studies: Race and Cyberspace [1,2.3]

Art
115 Introduction to Digital Photography [1,3]
213 Introduction to Video [2,3]
302 Advanced Photography [1,3]
313 Advanced Video [2,3]

Art History
350 Gender Issues in Art History [1,2]

Classics
320 The Romans on Film [1,2]

Comparative Literature
164 Fantastic Worlds: Fairy Tales, Fantasy, Sci Fi and Anime [1,2]
301 Critical Cinema: A History of Experimental and Avant-Garde Film [1,2]

Computer Science
110 Introduction to Computer Science [3]

East Asian Languages and Literatures
205 Modern China through Film [1,2]

Education Studies
210 Curriculum and Pedagogy Decision-Making [2,3]
250 Technology in Education: Issues and Opportunities [2,3]

English
122 Literary CSI [2,3]
255 The Marrow of African-American Literature [2,3]
300 Women Filmmakers [1,2]
374 The Hollywood Novel [1]

French
285 Is Paris Burning [1,2]

350 Francophone Cinema [1,2]
435 Picturing War [1,2]

German and Russian Languages and Literature
169 Nightmares: Introduction to Russian Film [1,2]
295 Bloodsucking as Metaphor: Vampires, Werewolves and the Living-Dead in Myth, Literature and Film [1,2]

Government
112 Comparative Politics (when taught by S. Rivera) [2,3]

Hispanic Studies
200 Introduction to Hispanic Cinema [1,2]

History
383 History of Photography in Britain and the Empire [1,2]

Music
277 Music for Contemporary Media [2,3]

Religious Studies
215 Religion in Film [1,2]
407 The Celluloid Savior [1,2]

Women's Studies
211 Women, Gender and Popular Culture [1,2]

120F Introduction to the History and Theory of Film.
A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Comparative Literature 120 and Art History 120.) MacDonald.

125F Introduction to the History and Theory of New Media.
What are new media and what makes them "new?" How do new media compare with, transform or remediate earlier media practices and forms? An examination of new media, specifically the emergence of digital visual media after World War II, in terms of the history of their production, reception and circulation. We will cover the central issues and debates raised by new media through close study of key texts in new media studies and of varied examples of new media, from early hypermedia experiments and hypertext literature to digital cinema, video games and online social networks. Open to first-year students and sophomores only. (Same as American Studies 125 and Communication 125.) Maximum enrollment, 20. Anable.

205F Video Game Nation.
Investigates how to critically interpret and analyze video games and the roles they play in visual and popular culture, and how to test the application of these approaches to various issues in gaming and digital media culture more generally. Topics and themes include genre and aesthetics, the game industry, spectatorship, play, narrative, immersion, gender, race, militarism, violence and labor. (Writing-intensive.) (Same as American Studies 205.) Maximum enrollment, 20. Anable.

325S Media Theory and Visual Culture.
We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies. (Same as American Studies 325 and Communication 325.) Maximum enrollment, 12. Anable.

[350S] Gender and Cyberculture.
This course explores critical approaches to media through the intersection of gender and the technological imaginary. We will study how the production, use, and circulation of digital media affect notions of representation, identity, the body, and consciousness. Students will engage in close visual and textual analysis of the ways writers, artists, and theorists have conceived these issues. (Same as American Studies 350.) Maximum enrollment, 20.

Classics

Faculty
Carl A. Rubino, *Chair*
Barbara K. Gold
Shelley P. Haley (S)
James B. Wells

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in classical studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in classics may take one of two directions.

A concentration in classical languages, which emphasizes work in Latin and Greek as keys to understanding the ancient world, requires a minimum of eleven full-credit courses. Four of those courses, at least two of which must be numbered 300 or above, should be in one of the two languages; and three of them, at least one of which must be numbered 300 or above, should be in the other. Two courses in classical studies, in addition to Classical Studies 550, the Senior Project, are also required. (With the approval of the department, exemptions to these requirements may be made for students who come to Hamilton with substantial preparation in Latin or Greek.) Students concentrating in classical languages are also required to complete at least one course each year in Greek or Latin. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in classical studies, which offers a study of ancient Greece and Rome with emphasis on only one of the languages, requires a minimum of eight full-credit courses. Six of those courses should be in classical studies, at least four of them numbered 200 or above and at least one numbered 300 or above. One course numbered 300 or above in either Latin or Greek is also required, along with Classical Studies 550, the Senior Project. (With the approval of the department, certain courses in Greek or Latin may be substituted for classical studies courses). In addition, students concentrating in classical studies must complete at least one course each year in classical studies, Greek or Latin.

Hamilton College is a member of the Intercollegiate Center for Classical Studies in Rome (the Centro) and of the American School of Classical Studies in Athens. Many students have also attended other programs in Rome and Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year in a program in Greece or Rome or in another suitable program abroad. Interested students should note that admission to the Intercollegiate Center and the American School is competitive and that preparation in Latin or Greek, and sometimes both, is an important factor in determining admission.

Students who have earned an A- (90) average in the concentration may receive honors by earning a grade of A- in the Senior Seminar. A description of the program may be obtained from any member of the classics faculty.

A minor in classical languages requires at least two courses numbered 300 or above in Latin or Greek, as well as two courses in classical studies, one of which must be numbered 200 or above. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in classical studies requires a minimum of five classical studies courses, three of which must be numbered 200 or above, with at least one numbered 300 or above, and one year of college Latin or Greek or a grade of B or higher in a 200- or 300-level course in Latin or Greek.

Classical Studies

[100] Socrates, Cleopatra and the Caesars.
An introduction to classical studies and the ancient Mediterranean world that focuses on some pivotal figures. Consideration of the multiple facets of ancient Mediterranean society and culture, including multiculturalism, race, class and gender. Attention to literature, art, religion, philosophy and history. Readings from ancient and modern sources, and films dealing with the world of the ancient Greeks and Romans.

Fall 2009 01 (Wells J)

110F The Civilizations of Greece and the Near East.
An introduction to the legacy of ancient Greece and the Near East through the study of history, literature, philosophy and art. Wells.

Fall 2010 01 (Wells J)

[120] Roman Civilization.
An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history.

201F History of Ancient Western Philosophy.
A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle. Open to sophomores and juniors or by consent of instructor. (Same as Philosophy 201.) Maximum enrollment, 50. Werner.

240F Classical Mythology.
An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. (Same as Religious Studies 240.) Rubino.

[244F] Tragedy: Then and Now.
How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Writing-intensive.) (Same as Theatre 244 and Comparative Literature 244.) Maximum enrollment, 20.

[250] Heroism Ancient and Modern.
An examination of ancient and modern views of the hero. Consideration of Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, modern works such as Voltaire's *Candide* and films such as *Shane*, *The Maltese Falcon, Blade Runner, Joan the Maid* and the *Star Wars* series. (Oral Presentations.)

Spring 2007 01 (Rubino C)

260S Power and Corruption in Ancient Rome.
An examination of personal and political corruption in ancient Rome, with particular attention to the manner in which it is depicted by writers such as Sallust, Livy, Horace, Tacitus and Juvenal. Some attention to depictions of corruption in modern America, especially to Robert Caro's portrayals of Robert Moses and Lyndon Johnson. Rubino.

[261S] Classical Art: Inventing the Past.
An examination of Mediterranean art from the Bronze Age through the Roman Empire. Special emphasis on the archaeological discovery and reshaping of ancient art by later scholars and the concept of the "classical." (Writing-intensive.) Prerequisite, one course in art history or classics. (Same as Art History 261.) Maximum enrollment, 20.

[270] The Classical Tradition in American Political Life: Cicero, Hamilton, Jefferson, and the Making of the Republic.
A study of Greek and Roman influences on the creation of the United States, with special attention to the influence of Cicero and the rivalry between Alexander Hamilton and Thomas Jefferson. Readings include biographies of and writings by all three figures.

[280] Ancient Comedy.
Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apulieus, mime. Discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. May also include class production of a play.

[308] Reclaiming an Ancient African Past.
Examines the ancient evidence for the Afrocentric claim of the African genesis of Western civilization. Students will also explore the modern political context of and debate around the backlash of eurocentric scholars against these claims as well as the epistemological framing of the sociology of knowledge. (Writing-intensive.) (Same as Africana Studies 308.) Maximum enrollment, 20.

[320] The Romans on Film.
Critical examination of films such as *Spartacus, Julius Caesar, The Last Temptation of Christ, Ben Hur, I Claudius, Fellini Satyricon, The Fall of the Roman Empire* and *Gladiator.* Readings from ancient writers such as Plutarch, Tacitus and Suetonius, as well as from selected modern sources. Prerequisite, one course in Latin, Greek or classical studies.

Fall 2007 01 (Rubino C)

[330] Food and Dining in the Roman World.
An introduction to ancient Roman culture and social history from the perspective of food, including what foodstuffs were common in ancient Rome, where they came from, how they were used, and what their use and availability tell us about the social status of their consumers. Readings, individual student presentations and research projects, as well as hands-on preparation of food using ancient Roman recipes. (Writing-intensive.) Prerequisite, one course in classical studies, Greek, or Latin or consent of instructor. Maximum enrollment, 20.

335S Trafficking in the Classics.
Investigates how, and why, ancient Greek and Roman literature and art has influenced the history of literature, art and ideas since

antiquity, with special emphasis upon comparing post-classical texts, artwork and performances with their classical sources of inspiration and provocation. Topics and readings vary according to the focus of the course in a given semester. (Writing-intensive.) Prerequisite, one course in Latin, Greek or classical studies, or consent of instructor. Maximum enrollment, 20. Wells.

[340] Women in Antiquity.
An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature and art. Covers the period from ancient Egypt and early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Women's Studies 340.) Maximum enrollment, 20.

[341S] Women, Gender and Power in Ancient Egypt and Greece.
An interdisciplinary study of the varying degrees and types of power available to women in ancient Egypt and Greece. Students will analyze evidence from art, archaeology, classical literature, history and sociology to interpret the social construction of race, gender, class and sexuality in these ancient societies. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Women's Studies 341.) Maximum enrollment, 20.

[342] Women, Gender and Power in Ancient Rome and Byzantium.
An interdisciplinary study of the women of ancient Rome and Byzantium. Students will analyze evidence from art, archaeology, classical literature, history and sociology to interpret the social construction of race, gender, class and sexuality in these ancient societies. From the empress to her freedwoman, the good wife to the prostitute, the midwife to the scholar, the course will uncover women's authentic voices. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. Maximum enrollment, 20.

[350] Ethics and Politics in Ancient Greece and Rome.
A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust and Tacitus. (Oral Presentations.) Prerequisite, one course in Latin, Greek, classical studies, political theory, philosophy or consent of instructor.

[372] Unraveling Cleopatra.
Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, this course will explore how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) Prerequisite, one course in classical studies or Africana studies. (Same as Women's Studies 372 and Africana Studies 372.) Maximum enrollment, 20.

374F Ancient Egypt.
A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, 240 or Africana Studies 101. (Same as Africana Studies 374.) Maximum enrollment, 20. Haley.

550S Senior Seminar.
Topics to be arranged. Open only to senior concentrators. Maximum enrollment, 12. Gold.

Greek

110F Elementary Greek I.
An introduction to the language and culture of Greece and the ancient Mediterranean. Thorough grounding in the grammar, syntax and vocabulary of ancient Greek. Reading and discussion of elementary passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For those with no previous knowledge of Greek. Three class meetings a week, in addition to a drill session. Wells.

Fall 2010 01 (Wells J)

120S Elementary Greek II.
Continuation of Greek 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For students who have completed Greek 110 or those who have had some Greek but require review. Three class meetings a week, in addition to a drill session. Wells.

210F Intermediate Greek: The World of Greece and the Ancient Mediterranean.
Reading and discussion, with grammar review, of intermediate-level passages from classical, Hellenistic or New Testament Greek selected to illuminate the history, society and culture of Greece and the ancient Mediterranean. Readings from the New Testament and from writers such as Xenophon and Lucian. Prerequisite, knowledge of elementary Greek. (Same as Religious Studies 210.) Rubino.

Fall 2007 01 (Gold B)

[340] Homer and the Greek Hero.
Reading from Homer's *Iliad* and *Odyssey* in the original Greek. Consideration of the Greek concept of heroism and the role of epic poetry, with attention to the society and culture of the Homeric world. Prerequisite, knowledge of intermediate Greek.

[350] The Greek Historians.
The story of ancient Greece as told in the words of the Greeks themselves. Readings, in the original Greek, from Herodotus, Thucydides and Xenophon. Attention to the wider issues of ancient Mediterranean society and culture. Prerequisite, knowledge of intermediate Greek.

360S Greek Drama.
Readings, in the original Greek, from the tragedians Aeschylus, Sophocles and Euripides and from the comic playwrights Aristophanes and Menander. Attention to matters such as the role of women and slaves, social and cultural values, and theories of tragedy and comedy. Prerequisite, knowledge of intermediate Greek. Wells.

390F Topics in Ancient Greek Society and Culture.
Reading and discussion of original Greek texts that cast light on the history, society and culture of Greece and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, knowledge of intermediate Greek. Haley.

Latin

110F Elementary Latin I.
An introduction to the language and culture of ancient Rome. Thorough grounding in Latin grammar, syntax and vocabulary. Reading and discussion of elementary passages that cast light on the society and culture of ancient Rome and its empire. No knowledge of Latin required. Three class meetings a week, in addition to a drill session. Gold.

120S Elementary Latin II.
Continuation of Latin 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages that cast light on the society and culture of ancient Rome and its empire. For students who have completed Latin 110 or those who have had some Latin but require review. Three class meetings a week, in addition to a drill session. Gold.

210F Intermediate Latin: The World of Ancient Rome.
Reading and discussion, with grammar review, of intermediate-level Latin passages selected to illuminate the history, society and culture of ancient Rome and its empire. Readings from writers such as Caesar, Cicero, Sallust, Catullus, Ovid and Martial. Prerequisite, knowledge of elementary Latin. Rubino.

[340] The Roman Hero.
Readings, in the original Latin, from Vergil's *Aeneid* and other Roman epics. Consideration of the nature of heroism and epic poetry, with attention to the history, society and culture of the Roman world. Prerequisite, knowledge of intermediate Latin.

[350] The Roman Historians.
The story of ancient Rome and its empire as told in the words of the Romans themselves. Readings, in the original Latin, from Sallust, Livy, Tacitus and other historians. Prerequisite, knowledge of intermediate Latin.

360S The Literature of Love and Desire.
Readings, in the original Latin, from the love poetry of Catullus, Horace, Tibullus, Propertius and Ovid. Attention to Greek influences on Roman love poetry, to its Roman context and to the Roman influence of subsequent notions of love and erotic poetry. Prerequisite, knowledge of intermediate Latin. Rubino.

[370] Letters, Society and History.
Readings, in the original Latin, from the letters of such writers as Cicero, Pliny and Seneca. Attention to the ways in which those letters cast light on Roman society and the movement of history. Prerequisite, knowledge of intermediate Latin.

390F Topics in Roman Society and Culture.
Reading and discussion of original Latin texts that cast light on the history, society and culture of Rome and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, knowledge of intermediate Latin. Gold.

College Courses and Seminars

College Courses are interdisciplinary or substantially outside the continuing curriculum of any department or program, and are normally team-taught or taught within an integrated cluster of related courses. College Courses provide opportunities for students to present their work to a larger audience during the semester.

115F The Voyage of Life.
Examines questions of life and death from antiquity to the early modern period, focusing on the notions of heroism, civic duty, family relations, suicide, the soul, creation, wandering, the sacred, faith, love, utopia, evil, public opinion, solitude, ecstasy and virtue, among others. Readings include Gilgamesh, Homer's Odyssey, Vergil's Aeneid, Plato's Apology and Phaedo, the Bible (Genesis, Exodus, and the Gospel of Luke), Voltaire's Candide and Rousseau's Reveries of the Solitary Walker. Short papers and oral presentations on a regular basis. (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. O'Neal.

[130] Coming of Age in America: Narratives of Difference.
An interdisciplinary analysis of what it means to come of age as an "American." Particular attention paid to factors of culture, race, class, gender, disability and sexual orientation. Perspectives from the social sciences combined with fictional and autobiographical coming-of-age narratives. (Writing-intensive.) (Proseminar.) Open to first-year students only. Group attendance at lectures, films and campus events required. Maximum enrollment, 16.

[202S] Infinity and Then Some.
Infinity and related mathematical concepts not only play a role in science and mathematics, but also serve as both thematic concerns and organizing principles for works of art, including literature, music, painting and film. Explores the interactions between mathematics and the arts, with special attention to issues of consciousness. Included will be works by such writers as Gödel, Rucker, Hofstadter, Borges, Gombrowicz and Robbe-Grillet; music by Bach, Berg, Xenakis and Cage; paintings by Escher; and a variety of films. Prerequisite, one course in calculus, Math 123, Math 224, Symbolic Logic or Computer Science 210; one course in literature or music; or consent of instructors. Maximum enrollment, 24.

[218S] Space: Its Light, Its Shape.
Mobius strips and Klein bottles are examples of unusual mathematical spaces that differ significantly from the world as we experience it. Mathematicians study these spaces for their abstract beauty alone. However, such spaces may be accurate models for our own universe. Current observations of the Big Bang's echo — the cosmic microwave background — offer ways to test models of our universe. Explores possible abstract spaces from a mathematical perspective and delves into the physics of both the cosmic microwave background and cosmological models. Prerequisite, one year of high school calculus or one semester of college calculus. Maximum enrollment, 24.

220F Forever Wild: The Cultural and Natural Histories of the Adirondack Park.
Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. Maximum enrollment, 16. May count toward a concentration in environmental studies. Field trip required. Open to sophomores and juniors. Oral Presentations (Fall); Writing-intensive (Spring). (Same as Environmental Studies 220.) Maximum enrollment, 16. Kinnel.

Fall 2007 02 (Oerlemans O)

[221S] Global Warming: Is The Day After Tomorrow Sooner than We Think?.
Investigates the historical/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. Prerequisite, One semester of science. Not open to students who have taken Sophomore Seminar 221. May count toward a concentration in environmental studies. Enrollment limit applies to each section. (Same as Geosciences 221 and Environmental Studies 221.) Maximum enrollment, 12.

[224S] Art and Physics of the Image.
Why and how do artists and scientists make images? Explores the science and art of photographic image-making. Topics include the physics of light, laws of electromagnetism, geometric and physical optics, quantization, the camera apparatus, fundamentals of black-and-white film processing and experimental image making. Significant experimental work in the laboratory and studio. Workshop setting. Studio projects will include holography and digital photography as well as conventional darkroom processing. Prerequisite, one course in physics, chemistry or studio art. Maximum enrollment, 24.

[225S] Nature, Art or Mathematics?.
How do humans perceive or impose patterns onto the natural world and onto their lives? What is really out there and how do we describe it? An examination of chaos theory, fractal geometry, landscape architecture and theories of tragedy in relation to Tom

Stoppard's play *Arcadia*. Prerequisite, one course in literature, mathematics or theatre. Maximum enrollment, 12.

[229] The American Founding: Ideals and Reality.
An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken College/History 216. (Same as History 229 and Government 229.) Maximum enrollment, 24.

235F,S Food for Thought: The Science, Culture and Politics of Food.
An interdisciplinary exploration of food. Topics include: why we eat what we eat; where our dinner comes from; the politics of food; the cultural history of foodways; early 19th-century New York State agriculture; diet fads; food and disease; the locavore and Slow Food movements. One weekly session is dedicated to The 1812 Garden, food workshops and films. Maximum enrollment, 12. Sciacca (Fall), Gapp (Spring).

[245S] The Borderlands.
This course, an overview of the complex cultural, historical, political, and economic issues about the United States/Mexico border, will be taught by professors from many departments (Africana Studies, Comparative Literature, Economics, Government, History, Sociology, Women's Studies). Readings will be multidisciplinary, theoretical and practical. The seminar is inspired and informed by a recent student trip to Arizona to provide humanitarian aid with No More Deaths. Prerequisite, one course in any department listed above. Maximum enrollment, 16.

[258S] Opera.
Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature or two in music or one in each field, or consent of instructors. Maximum enrollment, 12.

[280S] The Historical and Intellectual Foundations of Property and Its Relationship to Freedom in Modern States.
No society in history has existed without the concept of property. But how the world's peoples have defined property has varied widely in time and place. Examines cross culturally the history of property as both an idea and an institution, with emphasis on the development in the Western tradition of private property and its historical connection with slavery, freedom, economic growth and the rise of modern states. Examination of how the particular definition of property rights adopted by a society affects the kinds of markets that emerge. Open to sophomores, juniors and seniors. Not open to students who have taken Sophomore Seminar 280. Maximum enrollment, 24.

Fall 2007 01 (Bradfield J,Paquette R)

[290S] Seminar in Classics and Government: Cicero, Hamilton and Jefferson.
A study of the career of Cicero, the Roman lawyer and politician, and of the debates between Alexander Hamilton and Thomas Jefferson, with special attention to Greek and Roman influences on the founders of the United States. Intensive discussion of readings from Thucydides, Plato, Cicero, Plutarch and the writings of Hamilton and Jefferson. (Writing-intensive.) Prerequisite, one course in classics (classical studies, Latin or Greek) or government, or consent of instructor. Maximum enrollment, 24.

[322] Cultural Simulation Seminar.
Construction of a "working model" of a mission to establish a "settlement" in Near Space, recording the process, then producing finished documentation and a major summary paper for dissemination. Prerequisite, consent of instructor. Maximum enrollment, 12.

[377F] Electronic Arts Workshop.
Emphasis on collaborative work among computer musicians, digital photographers and videographers in the creation of visual/musical works. Other projects will include transmedia installations or performance art pieces. Prerequisite, Art 302 with consent of instructors, Art 313 or Music 277. Same as Art 377 and Music 377. Maximum enrollment, 8.

395F,S Hamilton in New York City: Special Topic.
Topic changes each term to reflect the discipline of the director of the Program in New York City. For a more specific description, see www.hamilton.edu/academics/programs_abroad/nyc/. May count toward the concentration in the department or program of the director. Open only to program participants. Maximum enrollment, 16. The Faculty.

396F,S Hamilton in New York City: Independent Research.
An independent study supervised by the director of the Program in New York City and based on an internship and additional research. For a more specific description, see www.hamilton.edu/academics/programs_abroad/nyc/. May count toward the concentration in the department or program of the director. Open only to program participants. Maximum enrollment, 16. The Faculty.

397F,S Hamilton in New York City: Internship.
Internship with firm, organization, agency or advocacy group appropriate to the theme of the semester. For more information, see www.hamilton.edu/academics/programs_abroad/nyc/.Does not count toward concentration credit. Open only to program participants. Maximum enrollment, 16. The Faculty.

398F,S Hamilton In New York City: Seminar in Global Processes.
Foundational course of the Program in New York City. Perspectives on the influence of global markets, transnational culture and political forces on contemporary life. Organized around readings, student debates, guest discussion leaders and field trips within New York City.For more information, see www.hamilton.edu/academics/programs_abroad/nyc/. Does not count toward concentration credit. Open only to program participants. Maximum enrollment, 16. The Faculty.

Communication

Faculty
Catherine W. Phelan, *Chair*
Cheryl A. Casey
Heather M. Stassen-Ferrara

A concentration in communication consists of 11 courses: five core courses, three electives in communication (one of which must be at the 300 level or above), and three cognate courses from other disciplines. The core courses are 101, 275, 302, 455 and the senior thesis (500). These courses are offered every year. Electives in communication are offered every other year. Cognate courses speak to the interdisciplinary perspectives that inform the study of human communication, and must be at the 200 level or above; cognates cannot count toward a second major or a minor. During the second semester of senior year, students will provide their advisor with a written rationale that supports their selection of cognates and explains how these courses enrich their study of communication.

Students pursuing a concentration in communication will gain a critical understanding of the theoretical frameworks and methods of research in the discipline. Communication Theory (302) should be taken in the student's junior year, followed by Methods of Communication Research (455) and Senior Thesis (500) in the fall and spring, respectively, of senior year. All senior projects consist of both written and oral components, culminating in a final draft of original research and an oral presentation to students and faculty at the end of the course.

Honors in communication will be awarded based on a cumulative record of 3.5 (90) or above in all courses counting toward the concentration, as well as a grade of A or above in Senior Thesis (500).

A minor in communication consists of five communication courses: 101, 275, and three additional courses (one of which must be at the 300 level or above).

101F,S Introduction to Communication.
An introduction to the fundamental questions of the discipline. Investigates the role of symbolic communication, the essential features of interpersonal communication and group process, and the consequences of mediated communication. Theoretical examples draw on diverse communication practices that shape one's view of self and other. Casey (fall); Stassen-Ferrara, Phelan (spring).

125F Introduction to the History and Theory of New Media.
What are new media and what makes them "new?" How do new media compare with, transform or remediate earlier media practices and forms? An examination of new media, specifically the emergence of digital visual media after World War II, in terms of the history of their production, reception and circulation. We will cover the central issues and debates raised by new media through close study of key texts in new media studies and of varied examples of new media, from early hypermedia experiments and hypertext literature to digital cinema, video games and online social networks. Open to first-year students and sophomores only. (Same as American Studies 125 and Cinema and New Media Studies 125.) Maximum enrollment, 20. Anable.

202S Explorations in Communication.
An exploration of the fundamental questions regarding how human communication differs from the communication of other living creatures. Drawing on key readings from the communication discipline, students work collaboratively to discover what makes humans unique. Readings incorporate articles on human communication and scientific studies on wolves, frogs, chimps, bees, elephants, among others. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. Phelan.

[203] History of Communication.
This course examines the symbolic forms and technological extensions of communication, from the evolution of human language to the emergence of digital technologies. Students evaluate the relationship between dominant modes of communication and the cultures that shape and are shaped by those dominant forms. Course examines the varied ways in which communication technologies have shaped political, social, and economic structures, in addition to shifting perspectives on temporal and spatial orders, as exemplified by revolutions in communication technologies.

215F Argumentation.
This course explores the basic principles of argumentative discourse including concepts such as spheres of influence, presumption, burden of proof, rhetorical forms of reasoning, and evidence. Emphasis is on construction and deconstruction of arguments, the role of argumentation in society, incorporation of research into argumentative structures, and argumentative and persuasive speaking. In particular, students will craft arguments tailored to a variety of outlets including print and presentation. (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20. Stassen-Ferrara.

Spring 2010 01 (Ferrara H)

[222] Interpersonal Communication.
Covers dynamics of relationship development, negotiation and construction of shared meaning, self concept and conflict management. Students study theory and engage in discussion and exercises designed to enhance their effectiveness in interpersonal communication and their understanding of its theoretical underpinnings. (Oral Presentations.) Prerequisite, 101.

Fall 2008 01 (Casey C)

[230] Small-Group Communication.
From an individualistic perspective the study of small group processes presents three challenges for the student. First, it is crucial to understand the significant role of groups in American society. Second, one must move beyond the interpersonal dimension to recognize the multi-faceted focus of the group. Third, the study of group process must address the complexity of cultural, political and social influences. This course conftronts these challenges through the study of cross-cultural perspectives, theoretical analysis and detailed hypothetical applications. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101 or 222. Maximum enrollment, 20.

275S Communication Ethics.
This course examines the philosophical approaches to and practical implications of ethics in communication. Students gain insight into the relevance and pervasiveness of communication ethics in everyday life through an examination of leading theorists and various ethical challenges, including responsibility, justice, transparency, and autonomy. Students develop their own views on ethical issues, while applying ethical models to specific examples of communication in relationships, the workplace, politics, religion, mass media and digital media. Casey.

280F Conflict Mediation.
Examines the nature of conflict in American life and offers alternatives to adversarial practices. Emphasizes individualistic and collectivistic perspectives, drawing on cross-cultural examples of mediation. Exploration of crucial role of conflict in communication. Hypothetical scenarios require students to mediate conflicting needs of diverse participants. Prerequisite, 101 or 222, or consent of instructor. Maximum enrollment, 20. Phelan.

Spring 2009 01 (Phelan C)

302F Communication Theory.
Examines theoretical perspectives and conceptual frameworks underpinning the study of communication and its disciplinary interests. Current theories and scholarly literatures are reviewed and applied to group presentations, weekly papers and a research paper. (Oral Presentations.) Prerequisite, open to concentrators, minors or consent of instructor. Casey.

[305] Communication, Language and Culture.
Examines language as the primary symbolic medium through which humans record, represent and understand experience. Assigned readings require students to consider culture as a complex system of symbolic interactions, and to identify relationships among language acts, identity, social contexts and cultural meanings. Students will examine how language is a cultural medium that shapes perception, understanding and social interaction, in order to understand the ways in which language influences their own thinking and behavior. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101, or one course in sociology or anthropology. Maximum enrollment, 20.

[310] Media Form and Theory.
Investigates the impact of mass media on American society in order to more clearly understand the problems of living in a world dominated by media technology. Examines relationships between various components of the media process, focusing on how media alters our understanding of politics, persons and communities. Prerequisite, one course in communication, government or sociology.

325S Media Theory and Visual Culture.
We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies. (Same as American Studies 325 and Cinema and New Media Studies 325.) Maximum enrollment, 12. Anable.

341S Organizational Communication.
This course investigates the symbolic processes at work within a dramatically-changing organizational landscape, especially as communication technologies call for greater coordination, speed up the pace of work, distribute work processes, and demand cross-cultural cooperation. Students apply leading theoretical perspectives to analyze and evaluate the networks of communication within and with organizations, strategies of decision-making and problem solving, organizational missions and ethics, and conflict mediation. Prerequisite, 101 or 222 or 280. The Department.

[365F] Persuasion.
Study of the ways people co-create meanings and influence each other through the strategic use and misuse of symbols. Includes the study of message- and audience-centered theories of persuasion, propaganda, persuasion's place in democratic societies, and the roles of reason and emotion in the persuasion process. Students critique and produce persuasive discourses including public

service announcements, political speeches, advertisements and news reports. (Oral Presentations.) Prerequisite, 101, 210, or consent of instructor.

380S Social History of Advertising.
An historical overview of advertising media and design in American society. Students will investigate the emergence of consumer culture and advertising innovations which developed as consumerism permeated American society. Addresses the creation and manipulation of markets, the social, economic and political contexts that contributed to marketing theories, and the impact of advertising strategies from late 19th century to the present. (Writing-intensive.) Prerequisite, Communication 203 or consent of instructor. Maximum enrollment, 20. Casey.

Fall 2008 01 (Casey C)

450F First Amendment: Freedom of Speech.
Detailed investigation of the first amendment. Study of case law which has contributed to the creation of a unique American perspective on the role of speech in a free society. Exploration of historical origins of the first amendment, political consequence and technological constraints. Legal distinctions regarding print, broadcast and electronic media focus on implications for the 21st century. Open to juniors and seniors. Phelan.

[451] Seminar: Communication, Technology and Society.
Theoretical analysis of how communication technology alters social construction of time, space, community and identity. Readings detail historical precedents in order to address future implications of emerging technologies. Open to juniors and seniors.

455F Methods of Communication Research.
Overview of qualitative, quantitative and mixed methods of communication research. A detailed rationale for each approach is offered and different approaches to communication research are compared. Students analyze and compare current communication research and finish the course with a preliminary research proposal for their senior thesis. (Oral Presentations.) Prerequisite, open to concentrators, minors or consent of instructor. Not open to students who have taken 355. Stassen-Ferrara.

500S Senior Thesis.
A semester long research project, based on research proposals completed in the communication methods course.Required of all concentrators in the department and open to senior concentrators only. (Oral Presentations.) Prerequisite, 302, 455. Casey and Phelan.

Comparative Literature

Faculty
Nancy S. Rabinowitz, *Chair*
Julie Kruidenier Tolliver
Anjela M.C. Peck (F,S)
Peter J. Rabinowitz

A concentration in comparative literature consists of nine courses, including five designated as comparative literature, two in a national literature in the original language (e.g., Chinese, Russian, Greek) and two in either a second national literature in the original language or in linguistics selected in consultation with a departmental advisor. Students pursuing the linguistics option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available from the department chair. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in comparative literature will be awarded on the basis of a cumulative record of 3.5 (90) or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212 or 297; two other courses designated as comparative literature; and two other courses in comparative, English or foreign literature, or linguistics. Only two 100-level courses may be counted toward the minor.

Many courses at the 200-level are open to seniors without prerequisites. For details, see the specific descriptions below.

120F Introduction to the History and Theory of Film.
A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Cinema and New Media Studies 120 and Art History 120.) MacDonald.

129S Resistance and Solidarity.
Study of literature as it constructs and deconstructs solidarity, the conception and feeling of agreement that unites those with a common purpose. Emphasis on solidarity as expressed in texts about politics, labor, resistance, and the concept of a universalizing humanism. Readings from Marx, the bible, Sembène Ousmane, Alice Walker, George Orwell, Jacques Roumain, Aimé Césaire, Marie Chauvet, André Malraux, Albert Camus, Mikhail Bulgakov, Nadine Gordimer, and Fyodor Dostoevsky. (Writing-intensive.) Maximum enrollment, 20. Kruidenier Tolliver.

142F Twentieth-Century Fiction.
Organized chronologically for the most part, and involving such issues as sexuality, colonialism and racism. Readings drawn from high art, not popular culture, and include such authors as Conrad, Kafka, Puig, Woolf, Duras and Valenzuela. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. N Rabinowitz.

[143F] Literature on Trials.
Why are trials so fascinating? Our emphasis will be on the ways they clarify values, establishing borders between acceptable and unacceptable behavior, with attention to how they enforce cultural norms concerning race, gender, and sexuality. We will discuss literary and cultural representations of historical trials, such as those of Socrates, Joan of Arc, Galileo, the Salem Witches, and Oscar Wilde. Course materials to include readings from Aeschylus, Plato, Shaw, Brecht, Stendhal, Kafka, Camus, Morrison, as well as films and other primary and secondary sources. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16.

152F Literature and Ethics.
Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist criticism and the problems raised by censorship and pornography. Selected novels and plays by such writers as Ibsen, Dostoevsky, Tolstoy, Hemingway, Wright, Highsmith, Doris Lessing, Burgess and others. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. P Rabinowitz.

Fall 2010 01 (Rabinowitz P)

[158S] Music and Literature.

Explorations of the connections between music and literature, including examination of hybrid works that bridge the two arts (such as fiction about music and musical settings of literary texts) and study of the overlap between musical and literary structures. Emphasis on music of the Western classical tradition. Works include operas, symphonic poems, songs and literary works by such composers and writers as Tchaikovsky, Strauss, Berg, Tolstoy, Wilde, Cain, Proust, Cather and Burgess. (Writing-intensive.) Maximum enrollment, 20.

[164F] Fantastic Worlds: Fairy Tales, Fantasy, Sci Fi and Anime.
Why do we read, write and dream about far-off lands, strange creatures and alternate realities? Why do children, adolescents and adults become absorbed in fantastic, new worlds through texts and movies? How do these worlds transcend time, space, and culture to re-create readers' hopes, fears, dreams and nightmares? What can these texts tell us about civilization, technology and the great beyond? We will ask these questions and others as we survey 19th- and 20th-century works like Alice in Wonderland, The Hobbit and My Neighbor Tottoro. (Writing-intensive.) Maximum enrollment, 20.

205F Modern China Through Film.
Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, an everlasting patriarchy, to a revolutionary battlefield, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain a broad understanding of post-1959 Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English. (Same as East Asian Languages and Literatures 205.) Wang.

211F Readings in World Literature I.
Exploring the space and time continuum from 3,000 B.C. to 1700 A.D, this course will examine narrative, poetry and drama from Europe, the Near and Far East. Beginning with cave drawings and Babylonian myths of creation, we will question the ways that women and men have recorded the story of humankind through relationship with one another and the divine across linguistic, literary, political, and spiritual divides. Special attention to marginality, violence, innovation and damnation in Plato, the Qur'an, Augustine, Ibn 'Arabi, Ibn Hazm, Dante, Rojas, Cervantes and Sor Juana, among others. (Writing-intensive.) Maximum enrollment, 20. Kruidenier Tolliver.

212S Readings in World Literature II.
Study of representative texts in world literature from 1800 to the present, including novels, short fiction, and drama. Particular attention paid to the concepts of self and society, and they way they are intertwined with developments in narrative and theatrical technique. Readings to include works by such authors as Goethe, Flaubert, Twain,Tolstoy, Brontë, Ibsen, Mann, Sôseki, Kafka, Valenzuela. (Writing-intensive.) May be taken without 211. Maximum enrollment, 20. N Rabinowitz.

[215F] Chinese Literature in Translation.
Study and analysis of pre-modern Chinese literature in English translation. Texts will be selected from far antiquity to the Qing Dynasty (1644-1911). Lectures will introduce authors, major genres and theories in their social and historical context, while tutorials will be spent reading and discussing samples of significant texts. Students will give oral presentations and keep abreast of prescribed readings. All lectures and discussions in English. (Same as East Asian Languages and Literatures 215.)

218F The Word and the Spirit.
An examination of classical poetry from both Asia and Europe as an expression of the sacred. Poets to be studied will include Han Shan, Hsieh Ling-yun, Ikkyu, Ryokan, Jayadeva, Kabir, Rumi and Hafiz. (Writing-intensive.) Prerequisite, one course in religious studies or comparative literature. (Same as Religious Studies 218.) Maximum enrollment, 20. J Williams.

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature.
Readings of representative works with emphasis on major literary movements, cultural history and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. (Writing-intensive.) No knowledge of Russian required. (Same as Russian Studies 225.) Maximum enrollment, 20. Bartle.

Fall 2007 01 (Bartle J)

[226] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature.
Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the avant-garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Russian Studies 226.)

[228] From Different to Monstrous: Muslim (and Christian) Subversions and Coercions.
The Iberian Peninsula (now home to Spain and Portugal) was the site of over 700 years of medieval Jewish, Muslim and Christian exchanges. A look into this textual space of Iberian difference after it was officially labeled as dark, evil and monstrous by the Renaissance Catholic Church State. A consideration of marginal Muslim writers like Ibrahim de Bolfad, Muhammad Rabadan and al-Wahrani exposes so-called proponents of Catholic orthodoxy like Don Quijote de la Mancha — not as enemies, but as fellow skeptics of the Monarchy's attempts to extinguish difference. (Writing-intensive.) Prerequisite, one course in literature. (Same as Religious Studies 228.) Maximum enrollment, 20.

[235S] Love, Family and Loneliness in Modern Japanese Literature.
Love has always been a central theme in Japanese literature. Focuses on how Japanese writers of the modern period (particularly late 19th century to the present) depict the struggle with new concepts and forms of "love" and relationships. As well as basic

readings about modern Japanese history and culture, assigned texts range from canonical work, various forms of early twentieth-century modernist mystery, technical and avant-garde writings, to contemporary "coming of age" novels. We will also examine such media as cartoons and films. Readings and discussion in English. (Same as East Asian Languages and Literatures 235.)

239S Japanese Culture and Society From A(-Bombs) to (Dragon Ball-)Z.
This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 20th-century Japan. Readings include nonfiction, science fiction, poetry, war propaganda, novels and censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as East Asian Languages and Literatures 239.)

[244F] Tragedy: Then and Now.
How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Writing-intensive.) (Same as Theatre 244 and Classics 244.) Maximum enrollment, 20.

245S "All Shook Up": How Modern Theatre Transformed Western Notions of Gender, Sex, Class and Reality.
A study of modern drama as literary and social text, with special attention to issues of class and gender. How does dramatic form express political and philosophical ideas? What is "modern"? Once experimental, these modern classics shaped theatre today. Texts to include works by Büchner, Ibsen, Strindberg, Chekhov, Pirandello, Shaw, Beckett, Brecht, Ionesco, Genet, O'Neill, Treadwell, Lorca, Williams, Hansberry, as well as recent interpretations and productions of some of these works. Prerequisite, one course in theatre or literature. Not open to students who have taken 345. (Same as Theatre 245.) Bellini-Sharp.

[251] "Modern" Youth in Japanese Literature and Culture.
Examines stories and other forms of cultural expression related to the emergence of "modern" youth in Japan. We pay particular attention to the cultural, historical and political backgrounds that facilitated the establishment of such a category. Primarily focusing on literature, readings also include other modern expressive media such as film, cartoons, animation and online bulletin boards. We will also examine the production and dissemination of certain images of "youth" by mass media. Readings and discussion in English. (Same as East Asian Languages and Literatures 251.)

252S Islands in the Sun: Caribbean Literature.
How does 20th-century literature of the Caribbean respond to the islands' varied histories of slavery, colonial exploitation and liberation? How is Caribbean identity formed at the intersection of African, Asian, European, and Native influences? Special emphasis on the questions of race and racism and on the apparently opposed concepts of origins/roots versus detours/routes. Readings from Frantz Fanon, Claude McKay, Alejo Carpentier, Aimé Césaire, Jacques Stephen Alexis, Jean Rhys, Kamau Brathwaite, Maryse Condé, Juno Díaz, Dany Laferrière, Gisèle Pineault. Prerequisite, one course in literature. (Same as Africana Studies 252.) Kruidenier Tolliver.

258F Opera.
Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo, The Marriage of Figaro, Otello, The Turn of the Screw and Candide.* Prerequisite, two courses in literature or two in music or one in each field, or consent of instructors. (Same as Music 258.) Maximum enrollment, 24. Hamessley and Kruidenier Tolliver.

[266S] The Road From Damascus: Storytelling Across the Divide.
How do stories depict cultural, linguistic and religious exchanges between Christians, Muslims and peoples of other faiths? Through a consideration of the tale within a tale, we explore these multifaceted interactions across Premodern Middle Eastern and European divides. Topics include: framed narration, oral and written textual cultures, the woman who tells a story to save her life, beasts and jinn, as well as storytelling as ritual. Texts: "One Thousand and One Arabian Nights," "MuwashshaHaat," "The Book of Good Love," "Count Lucanor," "Celestina and the Decameron," among others. Prerequisite, one course in literature.

278S The Straight Story?: Rethinking the Romance.
A study of the ways in which various forms of sexual desire (overt or closeted) drive the plot of literary works. How is desire constructed? How have authors used, manipulated and resisted the marriage plot for aesthetic and political ends? Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include such authors as Austen, Diderot, Balzac, Zola, Wilde, Baldwin. (Same as Women's Studies 278.) The Department.

[281] Performing Politics: Gender and Sexuality.
Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on performances in 20th-century Europe and the United States, we will read plays, theatre history, and political and historical documents to understand 1) how playwrights have used theatre for political ends and 2) how both "left" and "right" have mobilized people in demonstrations that might be considered performances. Topics include AIDS, reproductive rights and sexuality (drag and performance art). Prerequisite, one course in theatre or comparative literature. (Same as Women's Studies 281.)

[284F] From Harlot to Saint: Muslim Women, Christian Women and Other Women.
How are women portrayed in Premodern texts? Did women speak through these texts or were they spoken for? Examines these

questions and others as we explore Christian and Muslim textual representations of woman, her relationships with men and society, her spirituality and particularly her corporality from 11th- 17th centuries. From harlot to saint, from poetess to mystic and enlightened one, we will examine her textual roles as a reflection of her cultural roles in Al-Jahiz, Ibn Hazam, As-Sulamii, Nafzawii, Alfonso X, Cervantes, Calderón, Santa Teresa, Zayas and Sor Juana. (Same as Women's Studies 284 and Religious Studies 284.)

285S Detective Story, Tradition and Experiment.
Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, one course in literature. (Same as English and Creative Writing 285.) P Rabinowitz.

Fall 2003 01 (Rabinowitz P)

[289S] Introduction to Arabic Literature: Texts and Contexts.
An analysis of the emergence of Arabic literature from its mythological genesis in a cave of Mt. Hira' in the 7th century to high literary works produced in the thriving cities of Baghdad, Damascus and Córdoba from the 8th-12th centuries. We will then move to Arabic texts transcribed from oral works told in markets, homes and make-shift mosques in and around the Mediterranean in the 16th century. We will conclude our survey with a select group of contemporary novels produced by writers in Egypt, Palestine and Morocco. (Writing-intensive.) Maximum enrollment, 20.

290F Facing Reality: A History of Documentary Cinema.
The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers' conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary. (Same as Art History 290.) MacDonald.

[296/396F] Keeping it Real: Nineteenth-Century Realism.
Realism emerged as a dominant literary form in the nineteenth century in the context of extensive social changes. In this course we will read representative works of realist fiction and drama to determine their aesthetic, political, psychological, and formal assumptions and effects. We will end with a consideration of the "new" realism of the early 20th-century modernist period. Readings to include works by such authors as Balzac, Zola, Flaubert, Dickens, C. Bronte, Chekhov, Dostoyevsky, Tolstoy, Ibsen, Woolf. Prerequisite, one course in comparative literature or consent of instructor.

297S Introduction to Literary Theory.
Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the aesthetic, political, historical and personal contexts in which they are written and interpreted. Readings include drama, fiction and theoretical essays. Although the emphasis will be on 20th-century theory (including feminist, structuralist, poststructuralist and rhetorical theory), readings will range from Aristotle to the newest work on the relationship between narrative and cognitive psychology. Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as English and Creative Writing 297.) P Rabinowitz.

[301] Critical Cinema: A History of Experimental and Avant-Garde Film.
A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Art History 301).

[319F] Text/Image in Cinema.
Focus on the ways in which the histories of film and literature have intersected. Discussion of implications of adapting narrative and dramatic fiction to the screen. Also evokes the history of the use of visual text in film — in titles, intertitles, subtitles, credits — as a background for exploration of the wide range of creative uses of visual text evident in the work of independent filmmakers. Filmmaker guests will be invited to talk about their work. Prerequisite, one course in literature or film. (Same as Art History 319.)

326S As Canadian as Possible, Under the Circumstances.
Canadians have traditionally had difficulty defining their identity. A study of Canadian literature from the second half of the 20th century reveals a multicultural, multilingual portrait of travelers and outsiders – but travelers to where, and outsiders from what? Readings to include postcolonial theory, concepts of nationhood and gender studies, as well as novels from authors such as Antonine Maillet, George Elliott Clarke, Gaétan Soucy, Jacques Poulin, Michael Ondaatje, Nicole Brossard, Margaret Laurence, Alice Munro, Dany Laferrière, Joseph Boyden, Roch Carrier and Wayson Choy. Prerequisite, Two courses in literature or consent of instructor. (Same as American Studies 326.) Kruidenier Tolliver.

[338] Seminar: Heroes and Bandits in Chinese History and Fiction.
Readings from several of China's greatest literary works (including histories, novels, opera and poetry) such as Sima Qian's *Records of the Grand Historian*and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women and emperors. (Writing-intensive.) Prerequisite, 280, 285 or consent of instructor. (Same as History 338.) Maximum enrollment, 12.

[344S] Unshackling the Mind.
What does it mean to be free? Aren't we all prisoners? Why are themes like goodness, beauty and order associated with freedom and transcendence? Conversely, why are iconoclastic beliefs and nonconformist behaviors sometimes depicted as liberating and transformative? We will explore ideas of "freedom" as well as the chains of circumstance, life and the world in Plato, Cervantes, Calderon, Angela Davis, Kurt Vonnegut, Anthony Burgess and others. Themes to include movement, community, individuality, law, body, divinity and otherness. Prerequisite, one course in literature or Africana studies. Maximum enrollment, 16.

346F The Comedy of Terrors.
Analysis of 19th- and 20th-century works in which stark visions of the human condition are paradoxically presented in comic terms. Emphasis on the techniques by which the apparently contradictory tendencies of humor and terror are fused, as well as the reasons (psychological, philosophical, political and aesthetic) why writers, film-makers and composers have been attracted to this device. Readings by such writers as Gogol, Dostoevsky, Kafka, Nabokov, Ionesco and Burgess; study, as well, of such films as *Pulp Fiction* and *Fargo* and such operas as Strauss' *Salome*. Prerequisite, two courses in literature or consent of instructor. P Rabinowitz.

Fall 2007 01 (Rabinowitz P)

[349S] The Garden in the Machine: Depicting Place in Modern American Cinema.
An exploration of the many ways filmmakers and video-makers have explored and depicted the American landscape and cityscape. Extensive screenings of accomplished films and videos, contextualized by discussions of painting and photography; by readings of novels, stories, poems by Henry David Thoreau, Mary Austin, William Faulkner and others; by place-oriented films from other cultures; and by visiting filmmakers.

[356] Introduction to Japanese Film.
Traces the history of one of the world's most innovative film industries. Since the early 20th century, Japanese film makers have experimented with and improved upon cinema; their work has been influential not only in Japan but throughout the world. From the drama of early silent movies to anime, we'll cover some of the "greatest hits" of Japanese film, whether widely popular or critically acclaimed. This exploration of cinema in Japan will offer both a new perspective on cinema itself as well as an opportunity to view the genre's development in a specific cultural context. (Oral Presentations.) Prerequisite, Cinema and New Media Studies 120, Comparative Literature 120 or Art History 120, any 200-level course in Asian studies or comparative literature, or consent of the instructor. No prior knowledge of Japanese history, language or film required. (Same as East Asian Languages and Literatures 356.)

[360S] Proust.
Marcel Proust's "In Search of Lost Time" is often cited as the greatest Western novel, but because of its length—over 4000 pages in the standard English translation—it is seldom read. This course offers a rare chance to study the novel in its entirety, with particular attention to Proust's understanding of time, his revolutionary views on sexuality, his narrative technique, and his ideas about the relationship between literature and the other arts. Prerequisite, 152 or consent of instructor. Open to first year students with consent of instructor only. Maximum enrollment, 12.

500F Senior Seminar: Feminist and Queer Theories.
Contemporary feminist and queer theories have a close connection to literature; they emerged from and later transformed literary studies. We will discuss selected theoretical writing, as well as creative texts from the late 19th century to the late 20th century: fiction, plays and films. Conversations will center around questions of identity and performativity, and the intersections of gender, sexuality, race and class. Readings to be drawn from the following: Oscar Wilde, Radclyffe Hall, James Baldwin, Audre Lorde, E. M. Forster, Virginia Woolf, Tony Kushner, Cherrie Moraga. Prerequisite, three courses in literature. Priority given to senior comparative literature concentrators. Maximum enrollment, 12. N Rabinowitz.

550S Senior Project.
A project resulting in a thesis and supervised by a member of the department. Required of candidates for departmental honors. The Department.

Computer Science

Faculty
Stuart H. Hirshfield, *Chair*
Mark W. Bailey
Alistair Campbell
Richard W. Decker

Beginning with the Class of 2013, a concentration in computer science consists of 11 courses: 110, 111, 123, 210, 220, 240, 410; three courses chosen from among 310, 320, 330, 340; and a fourth 300-level course numbered 310 and above. Furthermore, two of the 300-level courses must be designated programming intensive, and two of the 300-level courses must be designated theory intensive.

Concentrators fulfill the Senior Program requirement by taking 410. Students may earn departmental honors by maintaining a grade point average of 3.5 or higher in courses counting toward the concentration and distinguished achievement in 500.

Students contemplating a concentration in computer science should begin with 110. Students looking for a computer-related course but not necessarily contemplating a concentration in the subject should consider any course numbered less than 111.

A minor in computer science consists of 110, 111, two courses numbered 123 or higher, and one course numbered 310 or higher.

104F Secrets, Lies and Digital Threats.
Introduction to digital threats, computer security technology and strategies for combating digital threats. Through case study, students investigate the nature of digital threats, the limits of technology, and roles humans must play in protecting and securing digital creations. Topics include viruses, Trojan horses, worms, cryptography, threat modeling and risk assessment. Includes a service-learning component. No knowledge of computer programming required. Not open to students who have completed 110. May not be counted toward the concentration or the minor. Maximum enrollment, 24. M Bailey.

105S Explorations in Computer Science.
Investigation, through hands-on experience, of a modern application of computer science. Applications may include robotics, virtual reality, games, manipulation of digital media, and human-computer interaction. Topics for individual sections will be printed in the preregistration materials. No prior computer experience is expected. Not open to students who have completed 110. May not be counted toward the concentration or the minor. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 26. The Department.

Spring 2007 01 (Rosmaita B)
Spring 2007 02 (Bailey M)
Spring 2007 04 (Campbell A)
Fall 2008 01 (Hirshfield S)
Fall 2008 02 (Campbell A)

110F,S Introduction to Computer Science.
The first course in computer science is an introduction to algorithmic problem-solving using the Python programming language. Topics include primitive data types, mathematical operations, structured programming with conditional and iterative idioms, functional abstraction, objects, classes and aggregate data types. Students apply these skills in writing programs to solve problems in a variety of application areas. No previous programming experience necessary. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 26. The Department.

111F,S Data Structures.
A second course in programming, concentrating on the implementation of dynamic structures for data representation. Students will write programs in the C++ programming language which implement the following classic data structures, among others: stacks, lists, queues, hash tables, and trees. Course discussion will emphasize recursion, efficient implementations in terms of memory space and running time, computational complexity of algorithms, and introduction to two important fields of study: searching and sorting. (Quantitative and Symbolic Reasoning.) Prerequisite, 110, or placement by the department. Maximum enrollment, 26. The Department.

123S Discrete Mathematics.
Study of mathematical models and techniques commonly used in computer science. Emphasis on analytical and logical skills, including an introduction to proof techniques and formal symbolic manipulation. Topics include set theory, number theory, permutations and combinations, mathematical induction and graph theory. Topics will be reinforced with hands-on experiences using the ML programming language. Appropriate for students with strong pre-calculus backgrounds. No previous programming experience necessary. (Quantitative and Symbolic Reasoning.) Not open to seniors; open to juniors by consent of instructor.

Maximum enrollment, 26. Decker.

[207] Topics in Computer Science I.
Study of an area in computer science. Content, differing from year to year, has included computer organization, neural networks, genetic algorithms and parallel computation. Prerequisite, any computer science course and consent of the instructor. May be taken more than once. Maximum enrollment, 26.

210F Applied Theory.
An investigation of the nature of computation through development of several models of computation. Topics include finite state machines, pushdown automata and Turing machines, the Chomsky language hierarchy, discussion of computational complexity, and illustration of how these abstract models of computation may be applied to language recognition problems such as lexical analysis and parsing. (Quantitative and Symbolic Reasoning.) Prerequisite, 123. Maximum enrollment, 26. Decker.

220S Principles of Programming Languages.
Investigation into the nature, features, design and implementation of programming languages. Students will gain experience with a wide variety of programming languages through programming exercises. Topics will include, among others, object-oriented programming, functional programming, higher-order functions, type systems and polymorphism. Prerequisite, 111. Maximum enrollment, 26. Campbell.

240F Computer Organization and Assembly Language.
A study of the connection between high-level programs and the machines on which they run by means of extensive programming experience using assembly language. Topics will include translation of high-level language idioms into assembly language, number systems and representation schemes, exceptions, interrupts, polling, and an introduction to the structure of the underlying hardware. In the final project, students develop an assembler. Prerequisite, 111. Maximum enrollment, 26. Decker.

290F,S Programming Challenges.
Study of classic programming problems from regional and national programming competitions. Students are required to participate in a regional programming contest. Prerequisite, CPSCI 111, and consent of instructor. One-quarter course credit. Offered credit/no credit. May be repeated. Students may count up to one credit from courses numbered 290-298 toward graduation. Maximum enrollment, 20. The Department.

[291F,S] The Programming Language Lisp.
Development of expertise in the programming language Lisp. Emphasis on learning technique and solving problems naturally suited to Lisp. One-quarter course credit. Students may count up to one credit from courses numbered 290-298 toward graduation.

[292] The Programming Language C++.
Development of expertise in the programming language C++. Emphasis on learning technique and solving problems naturally suited to C++. One-quarter course credit. Students may count up to one credit from courses numbered 290-298 toward graduation.

[293] The Programming Language Fortran.
Development of expertise in the programming language Fortran. Emphasis on learning technique and solving problems naturally suited to Fortran. One-quarter course credit. Offered credit/no credit. May be repeated once. Students may count up to one credit from courses numbered 290-298 toward graduation. Maximum enrollment, 20.

307F,S Topics in Computer Science II.
A focus on the application of Brain-Computer Interfacing (BCI) technologies to tasks related to evaluating Human-Computer Interfaces. Students will read research papers from several related disciplines (computer science, neuroscience and associated technologies) and present and discuss them in seminar form. They will explore the use of brain sensing technologies to detect specific forms of brain activity, and will design and conduct task-specific experiments that attempt to isolate particular human reactions and emotions as they relate to interface-based tasks. Prerequisite, two courses in computer science, neuroscience and/or psychology, or consent of instructor. Maximum enrollment, 10. Hirshfield.

Spring 2007 01 (Rosmaita B)

[308F] Database Theory and Practice.
A study of modern database systems. Topics include data models, query languages, topics in database design, efficiency issues in query processing and database system architecture. Typical activities will consist of design and analysis of parts of a relational database, implementing queries in the SQL language, and time and space analysis of possible database architectures. Theory intensive. Prerequisite, 111. Maximum enrollment, 26.

310F Compilers.
Study of the translation of high-level languages into assembly language. Topics will include tokenizing, parsing, type checking, code generation and optimization. Each student will implement a significant portion of a compiler. Programming intensive. Prerequisite, 210, 220 and 240. Campbell.

[320S] Computer Architecture.
Study of how computers are built. Starting with fundamental logic gates, students will learn how to construct fundamental computational, memory and control components using digital logic. Students study the implementation of arithmetic logic units, processor control and datapath design. Topics will include performance analysis, pipelining, cache design, virtual memory, disk storage, and multicore design. Theory intensive. Prerequisite, 240. Some programming required. Maximum enrollment, 26.

330S Algorithms.
Discussion of the canon of standard algorithms, with analysis of time and space complexity. Topics will include, among others: sorting, searching and selection; numerical algorithms; string matching; graph algorithms; parallel algorithms; non-determinism and NP-completeness. Theory intensive. Prerequisite, 111 and 123. Maximum enrollment, 26. Decker.

Spring 2007 01 (Rosmaita B)

[340F] Operating Systems.
Study of the design and implementation of computer operating systems. Students will develop at least four significant projects related to the topics of process scheduling, interprocess communication, memory management, file systems, access control, device drivers and security. Programming intensive. Prerequisite, 240. Maximum enrollment, 26.

370S Artificial Intelligence.
Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Programming intensive. Prerequisite, 220. Maximum enrollment, 20. Hirshfield.

410F Senior Seminar.
Practicum in research methods in computer science emphasizing discipline-specific research, writing and presentation techniques. Culminates with writing a substantial, professional survey paper of a current area of computer science research, and a formal presentation of the paper. Prerequisite, 210, 220 and 240. Open to senior concentrators only. Maximum enrollment, 26. The Department.

[420] Readings in Computer Science.
Reading in a field of computer science. The class will read several papers assigned weekly from research conference proceedings and journals. Classes will consist of discussions of the day's paper(s). Students will develop a comprehensive annotated bibliography and lead the daily discussions. Does not count toward the concentration or minor. Prerequisite, Consent of instructor. May be repeated for credit with permission of the department. Maximum enrollment, 6.

500S Honors Thesis.
A semester-length research project. Open to qualified senior concentrators. Prerequisite, Three 300-level courses numbered 310 and above, 410 and consent of the department. Maximum enrollment, 26. The Department.

Critical Languages

Faculty
Mary Beth Barth, *Program Director*
Serena Grattarola
Mireille Koukjian

Special Appointments
Hadeel Al-Haddadeh
Anat Guez

Language study requires practice and conscientious preparation on a daily basis in order to participate fully in highly interactive classes. Classes are conducted with very little use of English.

The Critical Languages Program generally does not offer courses beyond second year.

Arabic, Italian and Hebrew are offered as regular courses. Course schedules may be found under Critical Languages (CLNG).

Swahili and Hindi are offered as self-instructional courses, contingent upon student tutor availability. Students meet three times a week in small groups with a student tutor who is fluent in the language. The student tutor is not a "teacher" in the usual sense. Students, therefore, are expected to exercise the self-discipline and motivation required of independent work. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written, recorded and computer materials. Course grades are determined by mid-term and final evaluations, administered by external examiners.

Students enrolled in the self-instructional courses must contact Mary Beth Barth by 4 p.m. the first day of classes in order to schedule the class. On rare occasions, due to scheduling conflicts, a student is unable to take the class.

For additional information on the self-instructional format or languages currently offered, visit Critical Languages web site.

107F First Term Hebrew.
An introduction to the Hebrew language iintroducing the very basic Hebrew grammar, reading, writing and mainly oral communication. Maximum enrollment, 20. Guez.

108S Second Term Hebrew.
Continued study of Hebrew grammar, oral conversation and writing skills introducing simple texts of Israeli culture as a base for learning and simple discussion. Prerequisite, Hebrew 107 or placement. Maximum enrollment, 20. Guez.

Spring 2010 01 (Guez A,Barth M)

110F First Term Italian.
Introduction in speaking, writing, reading and listening comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Classes supplemented by a small group drill session and Language Center projects and activities. Intended for beginners. Maximum enrollment, 20. The Program.

115F First Term Arabic.
Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Maximum enrollment, 20. Koukjian.

Fall 2008 01 (Djamaa S,Barth M)

116S Second Term Arabic.
Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Prerequisite, Arabic 115 or placement. Maximum enrollment, 20. Koukjian.

120S Second Term Italian.
Continued study of speaking, writing, reading and listening comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Classes supplemented by a small group drill session and Language Center projects and activities. Prerequisite, Italian 110 or placement. Maximum enrollment, 20. The Program.

121F First Term Swahili.
Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Self-instructional

format. Maximum enrollment, 10. The Program.

122S Second Term Swahili.
Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121 or placement. Maximum enrollment, 10. The Program.

125F First Term Hindi.
Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Maximum enrollment, 10. The Program.

126S Second Term Hindi.
Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Hindi 125 or placement. Maximum enrollment, 10. The Program.

130F Third Term Italian.
Intensive review of grammar and syntax. Incorporates films, readings and other activities to reinforce verbal practice and conversation. Prerequisite, Italian 110 and 120 or placement. Maximum enrollment, 20. The Program.

140S Fourth Term Italian.
Focus on increased vocabulary use, verbal proficiency, and written ability utilizing literary and cultural readings. Prerequisite, Italian 110, 120 and 130 or placement. Maximum enrollment, 20. The Program.

207F Third Term Hebrew.
More advanced cultural Hebrew texts that will be the focus of conversation and discussion in class. The aim is to increase student vocabulary and writing ability. More advanced grammar and conversation. Prerequisite, Hebrew 107 and 108 or placement. Maximum enrollment, 20. Guez.

208S Fourth Term Hebrew.
More intensive in reading, writing and oral communication. Student will use different sources of written texts, such as Israeli newspaper, media, history and cultural texts. Prerequisite, Hebrew 107, 108 and 207 or placement. Maximum enrollment, 20. Guez.

Spring 2010 01 (Guez A,Barth M)

215F Third Term Arabic.
Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources. Prerequisite, Arabic 115 and 116 or placement. Maximum enrollment, 20. Koukjian.

216S Fourth Term Arabic.
Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources. Prerequisite, Arabic 115, 116 and 215 or placement. Maximum enrollment, 20. Koukjian.

221F Third Term Swahili.
Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121 and 122 or placement. Maximum enrollment, 10. The Program.

222S Fourth Term Swahili.
Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121, 122, 221 or placement. Maximum enrollment, 10. The Program.

225F Third Term Hindi.
Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Maximum enrollment, 10. The Program.

226S Fourth Term Hindi.
Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Maximum enrollment, 10. The Program.

315F Fifth Term Arabic.
Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources and introduction to short literary works. Prerequisite, first and second year Arabic or placement exam. Maximum enrollment, 20. Koukjian.

316S Sixth Term Arabic.

Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources and introduction to short literary works. Prerequisite, five semesters of Arabic or equivalent determined by a placement test. Maximum enrollment, 20. Koukjian.

Dance

Faculty
Bruce Walczyk, *Chair*
Elaine Heekin
Leslie Norton

Special Appointment
Richard G. Lloyd

A concentration in dance consists of 201, 203, 205, 305, 307, 550 or 560, and four semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215) and/or Advanced Technique (313, 315). The Senior Program in dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, choreography or both. No student who has completed the requirements and maintained at least a 3.0 (85) average in dance courses will be prohibited from selecting the performance/choreography option as his/her senior project. The department highly recommends that students qualifying for and electing Dance 560 (Senior Performance/Choreography) be enrolled in technique class during that semester. Students falling below the 3.0 (85) average will be required to register for an independent study as preparation for the project.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the dance program and excellence in the performance, composition, research or production component of the Senior Program, as judged by the department.

A minor in dance consists of three course selected from 201, 203, 205, 305 and 307, and two semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215) and/or Advanced Technique (313, 315).

[102] Introduction to Dance Theory, Technique and Culture.
A survey of the various roles dance/movement play in life and culture. Lecture and lab are combined to include an introduction to kinesiology, movement behavior, choreography, improvisation, body music, dance ethnology and technique. A modern dance approach is emphasized that includes martial art/dance forms from West Africa, Haiti, Brazil, China, Indonesia, Thailand, Malaysia, The Philippines and Japan. Maximum enrollment, 20.

[103] Introduction to Dance as a Performance Medium and Healing Art.
An overview of dance as a performing art, its role in culture/communication and as a source of health and well being. Lectures, discussions and introduction to several dance/movement forms including contemporary, ballet, African-based jazz and various health-based movement techniques (yoga, Pilates, Bartenieff Fundamentals). Introduction to motif writing included. Maximum enrollment, 20.

[104] Introduction to Dance In Its Social and Theatrical Forms.
A survey of the evolution of dances from their folk/social manifestations into forms of classical status. Among the myriad examples, three will be highlighted: the development of the folk and court dances of the Renaissance and Baroque into classical ballet; the development of Kabuki from a sensual, "outlaw" theatre to a classical form in Japan; and the development of African-American social dances from the slavery era to the signature dances of the 1920s and 1930s into classics of American musical theatre. Lectures, discussions and technique classes. Maximum enrollment, 20.

112S Elementary Contemporary Dance.
Fundamentals of contemporary dance incorporating technique, theory and criticism. No previous dance training required. Maximum enrollment, 25. The Department.

113S Elementary Jazz Dance.
This course focuses on the basic movement principles found in contemporary jazz technique. The class will also focus on proper alignment and basic anatomical terminology. There will be several quizzes addressing the history of jazz dance as well as movement vocabulary. An introduction to critiquing dance works and several reviews of dance performances will be part of the grading criteria. Required Text: Jazz Dance, Giordano, Gus Maximum enrollment, 25. Elaine Heekin.

114F Elementary Ballet.
Beginner-level study of classical ballet with a focus on ballet's basic vocabulary in both barre and center floor exercises, studio-stage directions and designations for the classical positions of the body in space. Work on such stylistic aspects of ballet as musicality, dynamics and use of the head. Readings in kinesiology pertaining to muscular alignment analysis. No previous dance experience required. Maximum enrollment, 25. The Department.

141-142F,S Performance.

The study of dance through performance of a role in a main stage dance concert. Prerequisite, invitation of the department. One-quarter credit per semester. The Department.

180S Sound, Performance and Creativity.
An introduction to the development and use of sound in its relationship to performance. Topics include creation of original sound structures, using vocal and body sounds as well as found objects; introduction to sound recording, editing and playback; aural analyses of material created in the class, as well as material from various historical periods, to develop a common musical language and to understand the structures and aesthetics of sound and music; creation of different types of non-traditional visual scores and their application for movement. Individual and group projects. No previous musical, dance or theatre experience required. Maximum enrollment, 16. Lloyd.

201S History of Dance.
Study of the theatrical, social and ritual aspects of dance through cross-cultural comparisons among dance forms. Exploration and analysis of such historical issues as the evolution of dances, the struggle to preserve traditional dances and dance fusions in a global society. Lectures, discussions and films. (Writing-intensive.) No previous dance training required. Maximum enrollment, 20. Norton.

[203] Movement Analysis.
Observing, analyzing and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior and kinesiological principles. No prior dance training required. Maximum enrollment, 15.

204S Pilates For Dance.
A focus on the basic exercises found in the pilates method of body conditiong including various apparatus (mat, magic circle, reformer, barrel and cadillac). An overview of anatomy as it applies to the pilates system will be addressed. The history and philosophical approach to the pilates system will be included. The discipline focuses on the muscles that are the linchpin of good posture and a stable, strong core. Prerequisite, dance technique course taken within the department. Maximum enrollment, 16. Heekin.

205F Kinesiology.
An investigation of the musculoskeletal system and use of biomechanical principles to improve efficiency of motor behavior. Emphasis on joint, muscular and alignment analysis. Lectures, discussions and practical application of movement concepts. No prior dance training required. Maximum enrollment, 30. Walczyk.

208F,S Martial Arts and Dance.
An investigation into the relationship between martial arts and dance emphasizing the abstraction of movements of self-defense into dance. Relies on many cultures that utilize body awareness and movement efficiency through several systems including aikido, capoeira, chi kung, jeet kune do, kali, muay thai, northern shaolin, pa kua chang, silat and tai chi chuan. Prerequisite, any dance, athletic or martial art experience. Maximum enrollment, 25. The Department.

Spring 2010 01 (Walczyk B)

213S Intermediate Contemporary Dance.
The study of contemporary dance incorporating technique and theory. Emphasis on alignment and efficiency of movement focusing on increasing strength and flexibility. May be repeated for credit. Prerequisite, any dance or athletic training. Maximum enrollment, 25. Heekin.

[215] Intermediate Ballet.
Continuation of the study of ballet. Technique classes are combined with studies in kinesiology, dance theory and dance criticism. May be repeated for credit. Prerequisite, 114, or consent of instructor. Maximum enrollment, 25.

250F Ballet in the Twentieth Century.
Study of the history of ballet from the Imperial Ballet of the Tsars to the present. Study of Diaghilev's Ballets Russes, the Ballet Russe de Monte Carlo, New York City Ballet, American Ballet Theatre, the Royal Ballet of England and the Kirov and Bolshoi of Russia. Examination of aesthetic principles and their influence on the development of modern ballet. Study of dancers, choreographers, composers and visual artists associated with the ballet world. (Writing-intensive.) No previous dance experience required. Maximum enrollment, 20. Norton.

305F Composition.
A study of the elements of choreography, emphasizing personal development in movement invention, phrasing and design. Improvisation, costume, set, props, music and technical theatre are introduced. Prerequisite, consent of instructor. Maximum enrollment, 15. Heekin and Walzyk.

[307] Choreography.
The application of fundamentals from 305 to more complex choreographic work, incorporating set, props, costume and text. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of instructor. Maximum enrollment, 15.

308S Advanced Martial Arts and Dance.
A continuation of 208, emphasizing martial arts from Africa, Asia, Southeast Asia and South America. Students will study cultural

background, history, philosophy and terminology along with practical application of movement theories. Prerequisite, 208 or consent of instructor. Maximum enrollment, 25. Walczyk.

Spring 2010 01 (Walczyk B)

313F Advanced Contemporary Dance.
The study of contemporary dance incorporating technique and theory. Emphasis on performance techniques and ability to comprehend the conceptual framework of movement. Supplemental training in Pilates, jazz and yoga. Guest artists invited each year to teach master classes. May be repeated for credit. Prerequisite, 213 or consent of instructor. Maximum enrollment, 25. Heekin.

315F,S Advanced Ballet.
The study of classical ballet emphasizing style and performance quality in addition to technical mastery of the ballet vocabulary. Meets five times weekly. While out-of-class assignments are minimal, daily attendance, effort and consistent improvement in the technical and stylistic aspects of this art form are of critical importance. May be repeated for credit. Prerequisite, 215 or consent of instructor. Maximum enrollment, 25. Norton.

550F,S Senior Thesis.
A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560F,S Senior Performance/Choreography.
A performance of dance works, the choreography of dance works or both. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. The Department.

Digital Arts

Faculty
Samuel F. Pellman (Music), *Director*
L. Ella Gant (Art)

The introduction of digital media into creative fields has changed the very nature of their study and production. Musicians, scientists, creative writers, film makers, and visual and performing artists have developed multiple fluencies with digital media. This, in turn, has challenged the long-standing tradition of individual genius specializing in individual media and has made collaborative and cross-disciplinary work practically inevitable. The program in digital arts provides a formal framework for the exploration of these creative possibilities.

The minor in digital arts consists of five courses: the Electronic Arts Workshop (Art/Music 377) and four other courses, including at least two from the digital arts studio course list. Courses counted toward this minor cannot also be counted toward another concentration or minor.

DIGITAL ARTS STUDIO COURSES
Art
115 Introduction to Digital Photography
213 Introduction to Video
302 Advanced Photography
313 Advanced Video

Dance
180 Sound, Performance and Creativity

Music
109 Theories of Music: Fundamentals
277 Music for Contemporary Media

Theatre
213 Lighting Design

RELATED COURSES
American Studies
325 Media Theory and Visual Culture

Art History
120 Introduction to the History and Theory of Film
301 Critical Cinema: A History of Experimental and Avant-Garde Film
315W The Technological Sublime
319 Text/Image in Cinema

College
202 Infinity and Then Some
218 Space: Its Light, Its Shape
224 Art and Physics of the Image
225 Nature, Art or Mathematics?

Communication
310 Media Form and Theory

Comparative Literature
290 Facing Reality: A History of Documentary Cinema
349 The Garden in the Machine: Depicting Place in Modern American Cinema

Computer Science
105 Explorations in Computer Science
107 Applications, Implications and Issues
110 Introduction to Computer Science
370 Artificial Intelligence

Music
253 Music in Europe and America Since 1900

Physics
245 Electronics and Computers

Theatre
236 Outrageous Acts: Avant-Garde Theatre and Performance Art

East Asian Languages and Literatures

Faculty
De Bao Xu, *Chair*
TiaoGuan Huang
Hong Gang Jin
Masaaki Kamiya
Mei-Hsing Lin
Wakana Mackawa
Kyoko Omori
Zhuoyi Wang
Ming-De Xu

Special Appointments
TzuoChing Kao
Lian Xue

The East Asian Languages and Literatures Department offers courses in the Chinese and Japanese languages, literatures and cultures, a Chinese concentration, a Chinese minor, a Japanese minor, and a study abroad program, Associated Colleges in China (ACC). Courses offered focus on language acquisition and introduction to the cultures and civilizations of both countries. As much as possible, the first-year courses are taught in the target languages, while the upper-level courses are conducted entirely in Chinese or Japanese. The Chinese concentration emphasizes work in the original language as key to understanding China and China-related issues aiming at and preparing students for further studies in graduate schools and professional careers in international trade, government service, diplomacy, private business, journalism and other related fields.

A concentration in Chinese consists of nine courses numbered 140 or higher, including 150, 220, a 400-level course (must above 430) taken in each semester of the senior year and a required senior project (550). A course concentrating on China's civilization or cultural offered by another department may satisfy the 150 requirement. Consult the Chinese Program. A minor in Chinese requires five courses numbered 140 or higher, including 150, 220 and a 400-level course.

A minor in Japanese requires five courses. Those courses include at least three language courses beyond Japanese 120 (i.e., 130, 140 and 200) and one non-language course offered by the program. The fifth course may be either a language (220 and above) or a non-language course. Consult the faculty in Japanese.

Students of Chinese and Japanese are strongly encouraged to participate in study abroad programs in China and Japan. Students of Chinese are eligible for the ACC program. Students of Japanese have the opportunity to study abroad through such programs as Kyoto Center for Japanese Language (Kyoto), CIEE-Sophia University (Tokyo) and Nanzan University (Nagoya). Consult the faculty in Japanese for details.

To obtain departmental honors, students in Chinese must have an average of A- or better in all coursework in Chinese and must be a Chinese major.

Study of the Chinese and the Japanese languages (Chinese 140/Japanese 140) in the East Asian Languages and Literatures Department also satisfies the two-year language requirement of the Asian Studies Program. Students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language and culture studies with courses offered in Asian studies.

Students interested in beginning or continuing their Chinese or Japanese language studies should make an immediate start with the 100- or 200-level courses or consult with the department chair. All 100-, 200- and 300-level courses taught in English are open to juniors and seniors without prerequisites.

Associated Colleges in China
Administered by the East Asian Languages and Literatures Department, the program provides summer, fall and spring study in Beijing (Capital University of Economics and Business) with intensive coursework through individualized instruction with a high level of participation and interaction. The courses are taught entirely in Chinese and encompass topics including advanced language, Chinese politics, society, economics, religion, art, folklore and literature. Unique features and activities of the program include the language pledge (speaking Chinese only), language practicum (individual projects conducted with local citizens), Chinese host families, Chinese language table, field trips in historically and culturally important sites outside of Beijing and extracurricular activities such as Taichi, Chinese food cooking, calligraphy, etc.

The courses taken with ACC will count toward the Chinese concentration requirement. However, students with concentrations other than Chinese should consult with the appropriate department for transfer of credit for the concentration.

The ACC Program is open to sophomores, juniors and first-semester seniors. It is in principle a full-year program (summer, fall

and spring); however, applications may be made for any of the three sections. To be admitted, students must take at least two semesters of Chinese, a course on the culture and civilization of China and have the permission of the ACC director.

Chinese

110F First-Term Chinese.
An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading and writing practice in classwork and homework. Four hours of class, with additional lab work and individual sessions for each student. Jin and Huang.

Fall 2007 01 (Jin H,Lu Y)
Fall 2007 02 (Jin H,Lu Y)
Fall 2007 03 (Jin H,Lu S,Yang Y)
Fall 2009 01 (Huang T,Zhuansun X,Sun X)
Fall 2009 02 (Huang T,Zhuansun X,Sun X)
Fall 2009 03 (Huang T,Zhuansun X,Sun X)
Fall 2010 01 (Jin H,Huang T)
Fall 2010 02 (Jin H,Huang T)
Fall 2010 03 (Jin H,Huang T)

120S Second-Term Chinese.
Continued work in speaking, listening and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 110. The Department.

Spring 2010 01 (Huang T,Sun X,Zhuansun X)
Spring 2010 02 (Huang T,Sun X,Zhuansun X)
Spring 2010 03 (Huang T,Sun X,Zhuansun X)

130F Third-Term Chinese.
Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 120 or consent of instructor. Lin.

Fall 2007 01 (Jin H,Lu S,Sun W)
Fall 2007 02 (Jin H,Lu S,Sun W)
Fall 2009 01 (Lin M,Duan L)
Fall 2009 02 (Lin M,Duan L)
Fall 2010 01 (Lin M)
Fall 2010 02 (Lin M)

140S Fourth-Term Chinese.
Continuation of third-term Chinese. Development of spoken and written skills, as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 130 or consent of instructor. The Department.

Spring 2010 01 (Lin M,Duan L)
Spring 2010 02 (Lin M,Duan L)

150F Chinese Culture, Society and Language.
A survey of both traditional and modern Chinese cultural norms and values through the examination of the people, land, history, philosophy, politics, society, economy, customs, literature and art, and language. Lectures and discussions. Taught in English. D Xu.

Fall 2007 01 (Hsiung Y)
Fall 2009 01 (Xu D)
Fall 2010 01 (Xu D)

200F Advanced Chinese I.
Designed for students who wish to use Chinese beyond everyday conversation. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Four hours of class, with additional tutorial and laboratory work. Taught primarily in Chinese. Prerequisite, 140 or consent of instructor. Lin.

Fall 2009 01 (Sun X)
Fall 2010 01 (Lin M)

203S Women in Chinese Literature.
Explores Chinese literature through the lens of gender, examining the ways women are represented in the Chinese literary tradition from ancient times to the present day—as trope, as voice and through their own writing in verse and prose. All readings and discussions in English. The Department.

205F Modern China Through Film.

Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, an everlasting patriarchy, to a revolutionary battlefield, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain a broad understanding of post-1959 Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English. (Same as Comparative Literature 205.) Wang.

Fall 2009 01 (Wang Z)
Fall 2010 01 (Wang Z)

210S Modern and Contemporary Chinese Literature: Traditions and Modernities.
Since 1919, Chinese literature has played a decisive role in interactions between tradition and modernity. This course examines the development of Chinese literature against such interactions. Students will familiarize themselves with the most representative modern and contemporary Chinese literary works and gain a broad understanding of many modernity-related issues, including politics, culture, class, labor division, ethnicity, gender and sexuality. All lectures and discussions in English. Requirements: presentations, class discussions, film viewings and a final paper. Wang.

Spring 2007 01 (Silber C)

[215F] Chinese Literature in Translation.
Study and analysis of pre-modern Chinese literature in English translation. Texts will be selected from far antiquity to the Qing Dynasty (1644-1911). Lectures will introduce authors, major genres and theories in their social and historical context, while tutorials will be spent reading and discussing samples of significant texts. Students will give oral presentations and keep abreast of prescribed readings. All lectures and discussions in English. (Same as Comparative Literature 215.)

220S Advanced Chinese II.
Continuation of Advanced Chinese I, with emphasis on making the transition from textbook to an advanced level of competence for reading periodicals and journals in China. Discussion, written and oral work. Taught in Chinese. Prerequisite, 200 or consent of instructor. The Department.

Spring 2010 01 (Sun X)

[230] Translation Workshop.
The work of literary translation is intensely intellectual and deeply creative. Focuses on the theory and practice of translation by developing practical translation skills (from any language, but especially Chinese) through translation exercises and individual projects. We will also read translation theory to better understand cross-cultural communication. No knowledge of Chinese required. (Writing-intensive.) Prerequisite, competence in any non-English language. Maximum enrollment, 20.

Spring 2007 01 (Silber C)

259S Second/Foreign Language Development and Learning Strategies.
The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as Hispanic Studies 259 and Education Studies 259.) Hong Gang Jin.

[320S] Chinese Press and Television.
Study and analysis of selected multimedia materials from the Chinese press and television dealing with social conflicts between traditional Chinese values and Western influence, the old socialist system and new privatization, natural earthly life and modern technology. Oral presentation required; written and oral work. Taught in Chinese. Prerequisite, consent of instructor.

[360S] Readings in Modern Chinese Literature.
Study and analysis of selected modern works from 1949 to the present within the sociopolitical and intellectual context. Discussion, written and oral work. Taught in Chinese. Prerequisite, 220 or consent of instructor.

400F The Changing Face of China.
Study and analysis through selected journals and magazines. Students will examine aspects of the changing face of China, including in-depth coverage of population, housing and employment policies. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. M Xu.

Fall 2007 01 (Lu Y)
Fall 2009 01 (Wang Z)
Fall 2010 01 (Xu M)

420S Selected Readings in China's Post-Cultural Revolution Era.
Study and analysis of selected literary and cultural works from various schools of post-cultural revolution writers, including poetry, prose, short stories and novels from 1978 to the present. Lectures, discussions and written reports. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. The Department.

Spring 2010 01 (Lin M)

425F Current Issues in Contemporary China.
Presentation and analysis of different perspectives on 21st-century China, including geopolitical issues, economic reform, social changes, political situation and popular culture. Class materials includes documentaries, video/films, web sources and traditional texts. Short papers and oral presentation. Particularly designed for students who wish to improve their speaking and writing skills before working on their senior projects. (Writing-intensive.) Prerequisite, 220 or consent of instructor. Taught in Chinese. Huang.

Fall 2009 01 (Huang T)
Fall 2010 01 (Huang T)

430F Masterpieces of Chinese Literature.
Reading and discussion of the masterpieces from Chinese literature including essays during the early Qin and Han dynasties, poetry and prose from the Tang and Song dynasties, the novels from the Ming and Qing dynasties. Taught in Chinese. (Writing-intensive.) Prerequisite, any 300-level course in Chinese or consent of instructor. Maximum enrollment, 20. Wang.

Fall 2007 01 (Hsiung Y)
Fall 2009 01 (Wang Z)
Fall 2010 01 (Wang Z)

445F Classical Chinese Language and Culture.
Study and analysis of selected readings from Confucian and Taoist classics and other literary, philosophical and historical texts. Attention given to linguistic analysis and intellectual patterns and to problems of modern Chinese translation. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Xu.

Fall 2009 01 (Xu D)
Fall 2010 01 (Xu D)
Spring 2010 01 (Xu D)

450S Remembering the Chinese Revolution through Film.
The 20th century saw waves of revolutions shape the history of modern China. This course examines how Chinese films produced in diverse socio-economic contexts represent this century of revolution. Students will gain a broad understanding of the history of modern China, familiarize themselves with film analysis techniques and post-1949 Chinese cinema, and learn to understand film as the most powerful modern art form for constructing historical memories. Requirements for the course include group presentations, film analysis assignments, and one final paper. Taught in Chinese. (Oral Presentations.) Prerequisite, one 300-level course in Chinese or permission of instructor. Maximum enrollment, 16. Wang.

Spring 2010 01 (Wang Z)

470S History of Chinese Language.
Study and analysis of the Chinese language from Ancient Chinese (221BC), Middle Chinese (601AD), Early Mandarin (1324), to Modern Chinese (1919). Attention given to the evolution of the sound, grammar, lexicon and character system over the 2,000 years. Prerequisite, one 300-level course in Chinese or permission of instructor. Taught in Chinese. Xu.

Spring 2010 01 (Xu D)

[490S] Advanced Readings in Chinese Literature, History and Philosophy.
Continuation of the study of Chinese literature, history and philosophy. Attention given to the in-depth reading and analysis of selected texts.Taught in Chinese. Prerequisite, 445 or consent of instructor.

495S Practicum in Chinese Language Education.
Students in the course, who are teaching one or two Chinese language and culture courses at K-5 programs in the Oneida-Herkimer-Madison BOCES school districts, participate in weekly development workshops focusing on various aspects of the teaching through group discussions, papers, and presentations about curriculum, instruction and assessment. Prerequisite, Chinese 420 or above, or permission of the instructor. May not count toward the Chinese concentration. Evaluated Satisfactory/Unsatisfactory. Maximum enrollment, 16. D Xu and Huang.

550F,S Senior Project.
A research project using sources in Chinese culminating in a paper, designed by the student, in consultation with at least two members of the East Asian Languages and Literatures Department. Students are expected to develop analytical and linguistic skills in the Chinese language through culture study in upper-level coursework and/or study abroad. Maximum enrollment, 20. The Department.

Fall 2009 01 (Xu D)
Fall 2010 01 (Xu D)
Spring 2010 01 (Wang Z)

552S Honors Project.
Independent study programs, consisting of the separate preparation and oral defense of a paper, for students who qualify as candidates for program honors. Only students with an average of at least 88 in courses counting toward the foreign languages

concentration at the end of the first semester of the senior year qualify. The Department.

Japanese

110-120F,S Intensive Elementary Japanese.
Introduction to basic structures and vocabulary. Emphasis on oral communication, with practice in reading and writing, using the two syllabaries (hiragana and katakana) and about 100 Chinese characters. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and individual session. 2 credits given for completion of each term beginning Spring 2011. Kamiya & Maekawa.

130-140F,S Intermediate Japanese.
Completion of presentation of the basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts. An additional 500 characters will be introduced by the end of the term. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and individual session. Prerequisite, 120 or consent of instructor. 2 credits given for completion of each term beginning with Spring 2011. Omori, Maekawa.

[150] Introduction to Japanese Culture and Language.
Surveys Japanese cultural norms and values via an examination of Japanese language and communication styles. Designed to provide substantial knowledge on Japan and to facilitate an appreciation of the Japanese culture and related issues. Taught in English.

200-220F,S Advanced Japanese.
Increasing emphasis on written Japanese, with acquisition of an additional 500 Chinese characters. In the second term of the sequence, guided practice given in reading unedited modern texts. Prerequisite, 140 or consent of instructor. Omori.

[205F] Issues in Japanese Language.
Language is an interface of various contexts and is interpreted in various ways. Investigates how gender and class affect communication among Japanese people by analyzing the similarities and differences between English and Japanese in grammatical perspectives. Topics include onomatopoeia, word classes (verbal nouns or adjectival nouns) and word orders. Explores the universality of language. Prerequisite, 110, Anthropology 201 or consent of instructor.

Fall 2007 01 (Kamiya M)

210F Pragmatics and Language Acquisition.
Examines interface phenomena between pragmatics and language acquisition. Students will learn theoretical issues of semantics/pragmatics and the theory of the first language acquisition. Target languages to examine various phenomena are Chinese, Japanese, Korean and English. Kamiya.

[235S] Love, Family and Loneliness in Modern Japanese Literature.
Love has always been a central theme in Japanese literature. Focuses on how Japanese writers of the modern period (particularly late 19th century to the present) depict the struggle with new concepts and forms of "love" and relationships. As well as basic readings about modern Japanese history and culture, assigned texts range from canonical work, various forms of early twentieth-century modernist mystery, technical and avant-garde writings, to contemporary "coming of age" novels. We will also examine such media as cartoons and films. Readings and discussion in English. (Same as Comparative Literature 235.)

239S Japanese Culture and Society From A(-Bombs) to (Dragon Ball-)Z.
This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 20th-century Japan. Readings include nonfiction, science fiction, poetry, war propaganda, novels and censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as Comparative Literature 239.)

[251] “Modern” Youth in Japanese Literature and Culture.
Examines stories and other forms of cultural expression related to the emergence of “modern” youth in Japan. We pay particular attention to the cultural, historical and political backgrounds that facilitated the establishment of such a category. Primarily focusing on literature, readings also include other modern expressive media such as film, cartoons, animation and online bulletin boards. We will also examine the production and dissemination of certain images of “youth” by mass media. Readings and discussion in English. (Same as Comparative Literature 251.)

255F The Languages of East Asia.
Examines Chinese, Japanese and Korean as well as other languages found in East Asia. Topics include the syntactic (possible word order, inflections, particles, and combinations of all of them) and phonological structures (phoneme, pitch vs. tone, sound patterns) of these languages; the relationships of the languages to each other; differences and similarities of these languages from the universal point of view; the geographical, social and historical settings. No knowledge of any Asian language necessary. (Same as Anthropology 255.) Kamiya.

[356] Introduction to Japanese Film.
Traces the history of one of the world’s most innovative film industries. Since the early 20th century, Japanese film makers have experimented with and improved upon cinema; their work has been influential not only in Japan but throughout the world. From

the drama of early silent movies to anime, we'll cover some of the "greatest hits" of Japanese film, whether widely popular or critically acclaimed. This exploration of cinema in Japan will offer both a new perspective on cinema itself as well as an opportunity to view the genre's development in a specific cultural context. (Oral Presentations.) Prerequisite, Cinema and New Media Studies 120, Comparative Literature 120 or Art History 120, any 200-level course in Asian studies or comparative literature, or consent of the instructor. No prior knowledge of Japanese history, language or film required. (Same as Comparative Literature 356.)

401F Selected Readings in Japanese.
Reading in modern literary and non-literary texts and mastery of the remaining kanji characters on the joyo kanji list. Through advanced-level reading of original texts and in-depth discussion, students focus on topics such as Japanese literature, film, culture and linguistics. This course also accommodates and guides senior theses. Prerequisite, 220, or consent of instructor. Omori.

402S Japanese Textual Analysis and Translation.
Designed for students who want to achieve near-native proficiency in all four skills in Japanese language. Particular attention given to translation of literary and other texts. Course conducted in Japanese. Prerequisite, consent of instructor. Omori.

Economics

Faculty
Stephen Wu, *Chair*
Erol M. Balkan
Arpita Banerjee
James Bradfield
Emily Conover (F)
Christophre Georges (F)
Paul A. Hagstrom
Elizabeth J. Jensen (S)
Derek C. Jones (F-NYC)
Ann L. Owen
Jeffrey L. Pliskin
David Toomey
Julio Videras (S)

Special Appointments
Nesecan Balkan
Margaret J. Morgan-Davie
Stephen M. Owen

A concentration in economics consists of nine courses: 101,102, 265, 275, 285 and four elective courses. Math 113 or its equivalent is one of the prerequisites for 275. At least two of the elective courses must be at the 400 level or above, with at least one at the 500 level and taken as a senior. The Senior Project will be completed in a designated 500-level course. The Senior Thesis is a written report of a project containing original research. Students writing a thesis must enroll in 560 (Research Seminar).

230 and 235 do not count toward the concentration. Concentrators must complete 265, 275 and 285 by the end of the junior year so that they may apply these analytical tools in their 400 level and 500 level courses. Additionally, 265, 275 and 285 must be taken at Hamilton. For purposes of fulfilling the requirements for the concentration, the Department does not classify any transferred courses at the 400 level or above. See the departmental website for additional information on procedures for transferring credit for economic courses taken off-campus. Exemption from these requirements is granted only in unusual cases. Because Economics 265 is not open to students who have taken or are concurrently taking Math 253 or Math 352, these students must substitute Economics 400 for Economics 265 in the requirements for the concentration.

Students planning graduate work in economics should consult a member of the department for specific advice. They should take 400, selections from the other 400-level courses, 560 and obtain as strong a background in mathematics as possible. The sequence in calculus and linear algebra is required by virtually all good Ph.D. programs in economics; additional work in mathematics, such as courses in differential equations and real analysis, is strongly recommended. Students who plan to study for an M.B.A. should complete at least one semester of calculus and should consult "Information for Prospective M.B.A. Students," a document available at the Career Center Web site, for additional recommendations.

Departmental honors will be awarded to concentrators who demonstrate superior performance in economics, as evaluated by members of the department. To be eligible for honors, a student must complete 400 and 560, have a grade point average of at least 3.3 for all courses that satisfy the concentration and write an outstanding Senior Thesis.
A minor in economics consists of 101, 102, 275, 285 and one additional economics course, with the exception of 230 or 235, which do not count toward the minor. If the student's concentration is in public policy, Economics 101 and 102 cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program.
Seniors may not preregister for Economics 101 but may add this course at the beginning of each semester, space permitting.

101F,S Issues in Microeconomics.
The price system as a mechanism for determining which goods will be produced and which inputs employed; profit-maximizing behavior of firms under differing competitive conditions; pricing of factors of production and income distribution; taxation, discriminatory pricing and government regulation; theory of comparative advantage applied to international trade. (Quantitative and Symbolic Reasoning.) Bradfield, Toomey and Wu (Fall); Hagstrom and Morgan-Davie (Spring).

Fall 2004 01 (Videras J)
Fall 2006 01 (Videras J)
Fall 2006 02 (Nutting A)
Spring 2007 01 (Bradfield J)

102F,S Issues in Macroeconomics.
Gross domestic product; its measurement and the determination of production and employment levels; the role of the government in the economy, particularly fiscal policy; the money supply, monetary policy and inflation; foreign exchange rates. (Quantitative and Symbolic Reasoning.) Prerequisite, 101. Jensen (Fall); E Balkan, Banerjee and DJones (Spring).

Fall 2004 03 (Jones D)

230F,S Accounting.
Study of the fundamental principles underlying financial accounting. Strong emphasis on understanding and analysis of companies' annual reports and the four basic financial statements included therein: balance sheet, income statement, statement of changes in stockholders' equity and statement of cash flows. Does not count toward the concentration or minor. Open to sophomores, juniors and seniors only. Not open to students who have taken 330. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) S Owen.

Fall 2007 01 (Owen S)
Spring 2008 01 (Owen S)
Spring 2010 01 (Owen S)

235S Policy, Poverty and Practice.
Investigates policies to alleviate poverty, with a focus on the Earned Income Tax Credit (EITC). Topics include: poverty, income inequality and inequality of opportunity; tax policy; and incentives created by policies aimed at alleviating poverty. The class has a significant service learning component in which students complete IRS training and assist low-income families in Utica in filling out Federal tax forms to claim the EITC. Prerequisite, None. The course meets one hour per week through April 15, with a minimum in-class time of 10 hours. Requires significant self-paced training prior to start of classes. Course can only be taken credit/no credit. Does not count toward the concentration or minor. Maximum enrollment, 30. Morgan-Davie.

265F,S Economic Statistics.
An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing and linear regression. Computer laboratory will make use of statistical software packages. 150 minutes of lecture and 75 minutes of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 or consent of instructor. No previous experience with computers required. Not open to seniors or students who have taken or are concurrently taking Math 253 or Math 352. Videras (Fall); Conover (Spring).

Fall 2005 01 (Videras J)
Spring 2005 02 (Videras J)

275F,S Microeconomic Theory.
The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing and income distribution. General equilibrium and economic efficiency. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 and Math 113 or the equivalent. Not open to senior concentrators. Hagstrom (Fall); Bradfield (Spring).

Fall 2007 01 (Jensen E)
Fall 2007 02 (Jensen E)
Spring 2007 01 (Bradfield J)
Spring 2007 02 (Bradfield J)

285F,S Macroeconomic Theory.
Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change and productivity growth. (Quantitative and Symbolic Reasoning.) Prerequisite, 102. Not open to senior concentrators. Banerjee and Georges.

Spring 2006 01 (Owen A)
Fall 2007 01 (Georges C)
Fall 2007 02 (Georges C)

310F Public Economics.
Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include public goods, externalities, the U.S. "safety net," social security, government involvement in health care, public choice, budget deficits, the U.S. tax system, and the effects of taxation and government programs on behavior. Prerequisite, 102. Not open to students who have taken 440/475. Toomey.

316S Globalization and Gender.
Analysis of globalization and its impact on the economic experience of women. Topics include the definition of globalization with particular emphasis on economic globalization; restructuring in the industrialized economies; gender-related issues in the labor markets of industrialized countries, such as occupational segregation, wage gap, feminization of the labor process; structural adjustment; and case studies of female labor participation in the Third World. (Writing-intensive.) Prerequisite, 102. (Same as Women's Studies 316.) Maximum enrollment, 20. N Balkan.

[320] Social Economics.

Examines the influence of culture, norms and social interactions on the values and behaviors of economic agents. Topics include the economic determinants and effects of social capital, the influence of group membership on individual behavior, social and ethnic heterogeneity and the provision of public goods, the role of religious beliefs and practice in economic attitudes and choices, and fads and fashion. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

[325S] Comparative Economic Systems.
A comparative analysis of economic systems and criteria for evaluation. An examination of market, command, mixed and market socialist economies. Emphasis on problems of transition in former communist countries and Japan and Germany compared to the United States. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

331F International Trade Theory and Policy.
Theoretical and empirical analysis of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists. Topics include the determinants of the pattern of international trade, immigration, foreign direct investment, the gains from trade, tariffs, quotas, voluntary export restraints, dumping, subsidies, trade-related intellectual property rights, international labor standards, trade and environmental issues, the WTO, customs unions, free trade agreements and trade adjustment assistance. Prerequisite, 102. Pliskin.

[337F] Economics of Antitrust and Regulation.
An examination of the economics of antitrust and regulation in the United States, with emphasis on what specific market failures provide a rationale for government intervention and what appropriate forms of government activity might be in particular circumstances. Possible topics include antitrust policy toward mergers and monopolization, economic regulation of public utilities and transportation, and environmental regulation. Prerequisite, 102.

[340F] Economic Development.
Analysis of the process of international development. Topics include economic growth, poverty and income inequality; health and demography; migration; education; the environment; corruption; conflict; and education. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 102. Maximum enrollment, 20.

346F Monetary Policy.
A study of the goals, strategies and tactics of monetary policy. The interaction of the central bank with financial markets, the tools and the transmission mechanism of monetary policy, the money supply process, the structure of the Federal Reserve System and the international financial system. Emphasis on policy application. (Oral Presentations.) Prerequisite, 102 and 265 or Government 230 or Math 253. Maximum enrollment, 20. A Owen.

350F Economics of Poverty and Income Distribution.
A study of domestic poverty and of government programs designed to address poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor and the design, purpose, financing and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 102. Hagstrom.

351F Political Economy.
An introduction to methods and analysis of evaluating government behavior from an economic perspective. The course examines the role of various political institutions in affecting monetary, fiscal and regulatory policy. Prerequisite, 102. Banerjee.

[352S] Political Economy of the Middle East.
An interdisciplinary study of the relationship between Islamic societies and Western economic systems from early Islam to the present. Focus on the structure and history of economic development and transformation of the Middle East in the modern period. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

357S Political Economy of India.
A journey through the evolutionary stages of the Indian economy, from the colonial past to the globalized present. India is a fascinating natural laboratory to understand colonialism, nationalism, partition, the modern state, democracy, economic development, identity politics, center-state issues as well as the relationship with the rest of Asia and the West. This course will explore the history, culture and political economy of what is today a strategically and economically vital part of the world. Prerequisite, 102. Banerjee.

360S Health Economics.
An analysis of the economics of health and medical care, with particular emphasis on the provision of health care in the United States. Topics include the structure of public and private health insurance programs, financing the rising costs of medical care and the impact of health status on labor supply and retirement decisions. Relates these issues to current public policy debates surrounding the health care profession. Prerequisite, 102. Wu.

[365F] Economic Analysis of American History.
An examination and explanation of the development of the American economy, focusing on the period from 1840 through World War II. Topics include the economics of slavery and share cropping, the rise of big business, railroads and economic growth, the development of banks and the causes of the Great Depression. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

Spring 2006 01 (Jensen E)

[375F] History of Economic Thought.

A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

[380F] Environmental Economics.
An examination of issues in environmental policy from the perspective of economic theory. Topics include the measurement of benefits and costs of curtailing pollution and preserving ecosystems, the design of public policies to improve environmental quality, and the examination of past and current environmental programs in the United States and their success. Also considers sustainable growth and issues of environmental equity. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20.

Fall 2005 01 (Videras J)

400F Econometrics.
An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, panel data models, heteroskedastic and autocorrelated disturbance terms, instrumental variables estimation and an introduction to simultaneous equation models. Three hours of class and 75 minutes of laboratory. Prerequisite, 265 or Mathematics 253 or 352. Pliskin.

415S Economics of Higher Education.
A study of issues in the economics of higher education. Topics will include the financing of higher education, determinants of tuition costs, trends in admissions policies, determinants of academic success at college, and the economic returns to higher education. Maximum enrollment, 20. Wu.

425F Theory of Financial Markets.
Application of microeconomic theory to describe optimal portfolio construction and the equilibrium risk/return tradeoffs in financial markets. Comparison of the capital asset pricing model, the arbitrage pricing model and various factor models on both theoretical and empirical grounds. Emphasis on evaluating financial markets against the criterion of economic efficiency. Topics may include corporate takeovers, insider trading, performance of mutual funds, use of options and futures contracts for hedging, and optimal capital structure. Prerequisite, 265 and 275 or equivalent, or consent of instructor. Bradfield.

Fall 2006 01 (Bradfield J)
Fall 2006 02 (Bradfield J)
Fall 2007 01 (Bradfield J)
Fall 2007 02 (Bradfield J)

[426S] Seminar in Financial Economics.
Using oral presentations supplemented by brief papers, students will evaluate and synthesize articles from the scholarly literature in financial economics. Most of the expositions will be by teams. Each student will also write a term paper analyzing the articles presented and placing those works in the wider contexts of financial economics and microeconomics. Emphasis on the generality of the application of fundamental principles of microeconomics to theoretical and empirical questions in financial economics. Prerequisite, 425 or consent of instructor.

[430F] Topics in Macroeconomics.
An advanced treatment of selected topics of current interest in macroeconomics. Comparisons of different theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality. Prerequisite, 265, 285 and Mathematics 113, or consent of instructor. Maximum enrollment, 20.

[432F] International Finance.
Survey of international financial markets in both theory and practice. Topics include optimal monetary and fiscal policy in an open economy and central banking; international financial markets for foreign exchange; Eurocurrencies and international bonds; the nature and operation of the principal international financial institutions; financial and currency crisis; international debt issues and country risk. Prerequisite, 265, 275 and 285. Maximum enrollment, 20.

435F Industrial Organization Theory and Applications.
Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Consideration of relevant public policies, especially antitrust policy. Prerequisite, 265 and 275 or consent of instructor. Maximum enrollment, 20. Jensen.

Spring 2006 01 (Jensen E)

[438F] Topics in Environmental Economics.
A study of the distribution of environmental hazards across communities according to race, income and participation in the political process, as well as sustainable development as a manifestation of inter-generational and inter-country equity concerns. We investigate fair trade and social responses toward sustainability using theoretical and empirical methods. Prerequisite, 265 or equivalent, and 275 or consent of instructor. Maximum enrollment, 20.

[442S] Topics in Development.

Advanced level class that focuses on econometric methods for empirical research in development economics. In the course students will read and analyze recent empirical papers in the field of international development and learn the theory behind the methods used. Students will apply the theory in assignments and projects that will require them to work with data. Topics include: education, health, labor markets, corruption, institutions, and impact evaluation (Quantitative and Symbolic Reasoning.) Prerequisite, 265 and 275. Maximum enrollment, 20.

[445S] Economic Growth.
Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries, using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of per capita income. (Oral Presentations.) Prerequisite, 265, 275, 285 and Mathematics 113 or consent of instructor. Maximum enrollment, 20.

Spring 2010 01 (Owen A)

451S Behavioral Economics.
Why do people tip at restaurants that they will never go to again? Why do people pay for health club memberships that cost them more than if they just paid at the door each time they went? Why do successful bidders tend to bid in the final minute in online auctions? Recent research involving both economics and psychology has identified ways in which human behavior consistently deviates from standard rationality. Topics which explore these deviations include time-inconsistent preferences, emotion, attitudes toward risk, overconfidence, information processing problems and altruism. Prerequisite, 265 and 275. Maximum enrollment, 20. Toomey.

460S Game Theory and Economic Behavior.
An introduction to theories of strategic behavior as they have been developed and applied in economics. Applications include strategic behavior in oligopolistic markets, auctions, wage bargains, trade policy, standards setting and the provision of public goods. Prerequisite, 265 and 275, and Mathematics 113 or consent of the instructor. Maximum enrollment, 20. Toomey.

[461S] Application of Labor Economics.
An advanced treatment of selected theoretical and empirical questions concerning labor markets. Prerequisite, 265 or consent of instructor and 275. Maximum enrollment, 20.

Fall 2007 01 (Wu S)
Spring 2007 01 (Nutting A)

[462F] Economic Analysis of Human Resource Management Practices.
Topics include the choice of the form of labor compensation (e.g., fixed wage, salary, piece rates and other forms of pay for performance), the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership) and the level and structure of executive compensation and corporate governance. As well as reviewing the existing literature of these topics, students will carry out their own econometric analyses of data. Prerequisite, 265 or consent of the instructor, and 275. Maximum enrollment, 20.

501F International Finance.
A look at theories and issues in international finance, including the evolution of the current global financial markets, balance of payments problems, exchange rate determination and currency markets, financial and currency crisis, international capital flows, international banking, and macroeconomic policies in an open economy. Prerequisite, 265 or 275. Course is intended for those fulfilling the senior project requirement. Not open to students who have taken 432. Maximum enrollment, 12. E Balkan.

502F Topics in Sustainability.
Topics include relationship between standards of living and conservation of the natural environment, effects of trade on the environment, the role of formal and informal institutions, research on the environmental Kuznets curve, and the determinants of sustainable consumption choices. The course relies on empirical methods. Goals in this area include learning to read critically economics journal articles, being able to replicate and extend empirical analyses, and learning how to use economic theory and statistical methods to develop and test hypotheses. Prerequisite, 265,275. Intended for those fulfilling the senior project requirement. Maximum enrollment, 12. Videras.

503S Economic Analysis of Human Resource Management Practices.
Topics include the choice of the form of labor compensation (e.g., fixed wage, salary, piece rates and other forms of pay for performance), the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership) and the level and structure of executive compensation and corporate governance. As well as reviewing the existing literature of these topics, students will carry out their own econometric analyses of data. Prerequisite, 265 or consent of instructor, and 275. This course is intendend for those fulfilling the senior project requirement. Not open to students who have taken 462. Maximum enrollment, 12. Pliskin.

504S Topics in Macroeconomics.
An advanced treatment of selected topics of current interest in macroeconomics. Theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality, with a focus on the recent global recession. Prerequisite, 265, 285 and Math 113, or consent of instructor. This course is intended for those fulfilling the senior project requirement. Not open to students who have430. Maximum enrollment, 12. Georges.

560S Research Seminar.
Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Candidates for honors must complete this course. Prerequisite, 265, 275, 285, 400 and permission of the department. Maximum enrollment, 12. E Balkan, Hagstrom, A Owen and Pliskin.

Spring 2005 02 (Jones D)

Education Studies

Faculty
Susan A. Mason, *Director*
Esther S. Kanipe (History) (FS)

Special Appointments
Victoria J. G. Stockton Allen
Barbara T. Britt-Hysell
Madeleine E. López
Kim Wieczorek

Characterized by an inquiry-oriented approach to the field of education, coursework in this interdisciplinary minor is integrated into, rather than separated from, the liberal arts curriculum of the College. This course of study is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to teaching certification and other related fields. Support from local public school districts allows students to complete upward of 120 hours of field experience in the elementary, middle and/or secondary school environments. Credit-bearing field experiences are directed and governed by the Education Studies Program Committee.

The five-unit minor in education studies consists of 350-full unit, 370 and three other approved courses, and culminates in a final exhibition and/or portfolio presentation completed during the spring semester of the student's senior year and evaluated and assessed by the Education Studies Program Committee. As each student's interests and needs are unique, specific course selection beyond the required 350 and 370 will be individually determined with guidance and approval from the director in consultation with members of the Education Studies Program Committee.

Other than education studies courses, no more than two courses from a single department may be applied toward the minor. Courses applied toward meeting concentration requirements may not be applied toward a minor in education studies. Credit gained in any section of Sophomore Seminar 260, Education in a Liberal Society, may be applied toward the minor. Placement for 370 is contingent upon the student achieving at least an 82 (B-) overall GPA and the approval of the director of the Education Studies Program.

[100S] Essential Instructional Models for Volunteer Tutors and Teachers.
Planning, preparing and delivering student-centered, active learning-based lessons and tutorials in cooperation with community-based volunteer teaching organizations. Appropriate educational adaptations to the challenges and opportunities of various educational environments, learner groups, socio-economic and cultural dynamics. Maximum enrollment, 18. (Oral Presentations.) Proof of existing teaching/tutoring placement prior to beginning course work. One-quarter course credit. Maximum enrollment, 18.

200F Issues in Education.
Exploration of the cultural foundations of the American Public Education system. Study of the impact of key education reform movements on today's dynamic and often troubled pre-K through 12th grade classroom environments. Consideration of several contemporary educational issues from historical, philosophical, scientific, multicultural and pedagogical perspectives. Includes lecture, discussion, multi-media projects and small-group interaction. (Oral Presentations.) Mason.

201F Methods of Tutoring English to Speakers of Other Languages.
Prepares students to perform as ESOL tutors by providing discussion of the practical approaches, methods and techniques tutors use in classroom settings. Using a communicative curricula that emphasizes function over form, this course addresses language teaching methods, interactive strategies for integrated learning for non-native speakers or English language learners and limited English proficient students. Discussion of the concept of culture helps tutors recognize the influence of culture on patterns of thinking and behaving, and language acquisition. Course provides students with the Hamilton College ESOL Tutor Certificate of Completion. Fifteen lecture hours and 20 field study and/or service learning hours required. One-quarter course credit. Maximum enrollment, 18. Britt-Hysell.

[205] Introduction to Disability Studies.
An exploration of the interdisciplinary field of disability studies, including the problem of defining disability, the history of attitudes toward and treatment of persons with disabilities and the complex social and philosophical questions surrounding justice for persons with disabilities and their place within American society. Special attention to the perspective of persons with disabilities to issues of race, class, gender and sexuality, and to the differences in impairment. A formal internship is required and is graded as part of the course. (Oral Presentations.) (Proseminar.) Not open to first-year students. Maximum enrollment, 16.

210F Curriculum and Pedagogy Decision-Making.
Engages the research and scholarship of curricular and pedagogical decision-making to better understand the form and substance of

the American public school. Federal and state regulations, standards, and testing processes will be considered when looking at innovative and sometimes controversial curricular plans and models. Case studies, curriculum development activities, and oral reports are used. (Oral Presentations.) (Proseminar.) Prerequisite, 200 or permission of instructor. Maximum enrollment, 16. Lopez.

220F Sign Language and Deaf Culture 1.
An introduction to the techniques and uses of American Sign Language (ASL). Study of deaf culture and the pedagogical role of ASL in the education of hearing-impaired and deaf learners. Maximum enrollment, 18. Allen.

230S Sign Language and Deaf Culture II.
Intermediate level study of the techniques and uses of American Sign Language (ASL). Investigation of the unique characteristics of the American deaf culture. Special attention to the instructional opportunities and challenges encountered in K-12 public inclusive classrooms and other specialized learning environments. Prerequisite, 220. Maximum enrollment, 18. Allen.

[240] Challenges and Opportunities in Bilingual Education.
An introduction to bilingual education and practice. Working from an interdisciplinary perspective, this course will cover such topics as individual and societal concepts in minority and majority languages; childhood development perspectives; bilingual and second language classrooms; and political and multicultural perspectives on bilingual education. (Writing-intensive.) (Oral Presentations.) Prerequisite, 200 or permission of instructor. Maximum enrollment, 20.

250S Technology in Education: Issues and Opportunities.
Although technology has frequently been viewed as a panacea for addressing and solving many of the challenges facing the American public education system, has it yet delivered on its promise? What is the difference between learning from technology and learning with technology? This course explores the role of technology in learning and critically analyzes the cognitive, social, political, and logistical aspects of education technology in the K-12 public school setting. (Oral Presentations.) Prerequisite, one full-unit education studies course or permission of instructors. Assignments in the MPC are required. Maximum enrollment, 20. Simons and Mason.

259S Second/Foreign Language Development and Learning Strategies.
The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as Hispanic Studies 259 and East Asian Languages and Literatures 259.) Hong Gang Jin.

301S Seminar in Teaching English to Speakers of Other Languages.
Addresses the general principles of language acquisition and pedagogy for teaching English to non-native speakers as a second or foreign language. Specific classroom application of principles and guidelines are emphasized through lesson and unit plan development. Themes are taught interactively, creating a collaborative learning environment that facilitates communicative language teaching focusing on student-to-student interaction and learning. Students finish course with an experiential and theoretical understanding of how to facilitate a quality ESOL classroom. Prerequisite, permission of instructor. Three lecture hours and three field study and/or service learning hours per week. Course provides students with the Hamilton College ESOL Teacher Certificate of Completion. Maximum enrollment, 18. Britt-Hysell.

310F,S Education Field Experience.
Systematic examination, analysis and evaluation of education within a specific public school system. Focus on the intersection of factors including classroom instruction, school structures, public policies and decision-making prerogatives. Self-directed off-campus field experience. Must arrange own transportation. Open to students who have declared an education studies minor or consent of instructor. One-quarter course credit. Maximum enrollment, 20. Mason.

[330S] The History of Public Schools in the United States and France.
Explores how the first two modern democratic republics created their public school systems. The two states began with the same questions and assumptions about how to create citizens who were capable of participating in a democracy and who shared a new national culture. The public school was the mechanism to these ends, but the two states took radically different paths and created very different systems to meet those goals. This course will require an internship in a local public school. (Writing-intensive.) Prerequisite, one course in either history or education, or consent of the instructor. Maximum enrollment, 20.

333S Principles of Instructional Communication.
Study of theoretical and practical elements of classroom communication. Strategic approaches to the design, development and assessment of learner-centered interactions. Topics include planning and organizing instructional messages, adapting to learner styles, Socratic discourse, integrating communication technologies and teacher prerogatives. Experiential sessions and videotaping. Prerequisite, One full unit Education Studies course or permission of instructor. Three hours of lecture and two hours of laboratory Maximum enrollment, 18. Mason.

350F Seminar in Ethnography of Learning Environments.
Systematic observation of a specific learning environment. Examination of classroom discourse and the development and analysis of curriculum. Assessment of the effect social context and relationships have on the enactment of teaching and learning. (Oral Presentations.) Prerequisite, 200 and consent of instructor. Maximum enrollment, 12. Mason.

Fall 2007 01 (Mason S)

370S Education Practicum.
Applied field experience in a K-12 functional area, including classroom instruction, guidance counseling or school administration. Mentored activities with education professionals. Semester-long placements directed toward analysis and evaluation of educational theories in practice. (Oral Presentations.) Prerequisite, 350 and consent of director. Maximum enrollment, 15. Wieczorek.

Fall 2006 01 (Wieczorek K)
Spring 2007 01 (Wieczorek K)

395N Clinical Teaching Intensive Special Needs.
Each student is assigned full-time teaching responsibilities, under supervision, in a setting with learners with intensive special needs. Includes extensive practicum experience with a focus on teaching and case management. Papers and attendance at weekly seminars required. Course available to students enrolled in the cooperative program at the New England Center for Children; earns two course credits with only one course credit counting toward requirements for the minor in education studies. Evaluated Satisfactory/Unsatisfactory.

English and Creative Writing

Faculty
Onno Oerlemans, *Chair*
Aubrey Anable
Naomi Guttman
Tina M. Hall
Catherine G. Kodat (S)
Aishwarya Lakshmi (F,S)
Doran Larson
Hoa T. Ngo
Vincent Odamtten
Patricia O'Neill (NYC-S)
Jane Springer
Nathaniel C. Strout
Katherine H. Terrell
Margaret O. Thickstun
Steven Yao

Special Appointment
John H. O'Neill

The English and Creative Writing Department offers two concentrations, one in the study of literature and one in the art of creative writing. Each concentration consists of a total of 12 courses: 10 courses in the target concentration, and two courses in language study (see the description of the language requirement below).

CREATIVE WRITING

A concentration in creative writing consists of 10 courses: four workshops (215, 304, 305 and 419) and six courses in literature written in English:
1) 204 and 205;
2) at least one course in pre-1700 literature;
3) at least one course in literature from 1700-1900;
4) at least one course in post-1900 literature;
5) at least one additional course (which may be a 100-level English course).

At least one literature course must be at the advanced level (numbered 300 or higher).

A course in film study, a course in a foreign literature taught in the original language (not used to complete the language requirement; see below), or a course in comparative literature may be counted as one of the six literature courses (though not as an advanced course).

The chronological period for a course is stated at the end of its description in the catalog. Not all courses fit into one of the chronological periods. The cross-listed course 285 fits into the post-1900 designation. Courses in expository writing (Writing 110 and Writing 310) do not count toward the concentration or minor in creative writing. Students may take no more than one creative writing workshop in a term. Transfer courses are not accepted as substitutes for the workshops.

The Senior Program in creative writing consists of the Seminar in Creative Writing (419).

Students who have not taken a 100-level English course must take 204 before taking 215. Alternative prerequisites (or direct AP placement) are not permitted for 215, 304, 305, or 419. Students who wish to concentrate in creative writing must take 215 by the end of the sophomore year.

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 3.5 average) may be considered for honors. The department will recommend for honors students who receive an A- or better on work submitted for honors and who earn a cumulative average of 3.5 or better in courses taken for the concentration (the cumulative average of 215, 304, 305 and 419 must also be 3.5 or better).

A minor in creative writing consists of five courses: two courses in literature (which may include a 100-level English course), 215, and either 204 and 304 or 205 and 305. Students concentrating in English literature may not minor in creative writing.

ENGLISH

The concentration consists of 10 courses in literature written in English:

1) at least one course from among 204, 205, and 206;
2) at least one course in pre-1700 literature;
3) at least one course in literature from 1700-1900;
4) at least one course in post-1900 literature;
5) at least one seminar, taken in the spring of the senior year;
6) at least five additional courses (only one of which may be a 100-level English course).

At least four of the 10 courses must be at the advanced level (numbered 300 or higher).

A course in film study, a course in a foreign literature taught in the original language (not used to complete the language requirement; see below), or a course in comparative literature may be counted toward the concentration (though not as an advanced course).

The chronological period for a course is stated at the end of its course description. A few courses do not fit into one of the chronological periods. The cross-listed course 285 fits into the post-1900 designation. Neither courses in expository writing (Writing 110 and Writing 310) nor workshops in creative writing may count toward the concentration or the minor in English literature.

The Senior Program in English requires all concentrators to complete a 500-level seminar in literature during the spring of their senior year. The seminar may not be used to meet requirements 2-4.

Unless otherwise noted in the course descriptions, the department accepts the following as alternatives to a 100-level English course as a prerequisite for courses in literature: any writing-intensive course offered by the Comparative Literature Department; French 200, 211, and 212; German 200; Hispanic Studies 200, 201, 210, and 211. Sophomores, juniors and seniors may take 228, 238 and 267 without a prerequisite. Students from any class year with AP scores of 4 or 5 may take the following literature courses without a prerequisite: 204, 205 (spring only), 221, 222, 225, 255, 256, 267, 293.

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 3.5 average) may be invited to write an honors thesis. Students so invited will submit a proposal in the fall of the senior year; students whose topics are approved will complete the thesis in the spring. The department will recommend for honors students who receive an A- or better on the honors thesis and who earn a cumulative average of 3.5 or better in courses taken for the concentration.

A minor in English literature consists of five courses: at least one course from among 204, 205 and 206; at least one course from among 222, 225, and 228; and three electives, one of which may be a 100-level English course and one of which must be at or above the 300 level. Students concentrating in creative writing may not minor in English literature.

A student considering certification in secondary education should complete 215 and either Writing 110 or Writing 310 in addition to the concentration requirements in literature. Students seeking advice about teacher education may consult with Margaret Thickstun or Susan Mason.

LANGUAGE REQUIREMENT

Concentrators in creative writing and English literature must fulfill a language requirement:

1) completion of two courses at the college level in a language other than English (courses taught in a foreign language department in which class readings and discussions are in English may not be counted toward the foreign language requirement, nor may two courses taken in two different languages);
— or —
2) completion of 221 and 293 (or equivalent courses in Old English and the history of the English language taken elsewhere and approved for transfer credit).

Courses taken to complete the language requirement may not be counted among the 10 courses for the concentration.

Courses in Creative Writing

215F,S Introductory Poetry and Fiction Workshop.
Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. (Proseminar.) Prerequisite, a 100-level writing-intensive course in English or 204. Not open to first-year students in the fall. Maximum enrollment, 16. The Department.

Spring 2010 01 (Larson D)
Spring 2010 02 (Larson D)

224F Playwriting.
Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, Theatre 110, 120, 130 or a 100-level writing-intensive course in English or English 204. While no prior acting experience is required, students participate in staged readings of works. (Same as Theatre 224.) Maximum enrollment, 16. Latrell.

304F,S Intermediate Poetry Workshop.
For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Prerequisite, 204 and 215. Maximum enrollment, 16. The Department.

Fall 2007 01 (Guttman N)
Spring 2010 01 (Guttman N)

305F,S Intermediate Fiction Workshop.
For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Prerequisite, 215 and a 200-level course in literature. Maximum enrollment, 16. The Department.

Fall 2007 01 (Hall T)

[309S] Creative Non-Fiction Workshop.
For students whose work and purpose in creative writing have developed sufficiently to warrant work in creative non-fiction (i.e., memoir or travelogue). Regular writing and reading assignments as well as critiques in class. Prerequisite, 215 and a 200-level course in literature. Maximum enrollment, 16.

419S Seminar: Creative Writing.
For students whose work and purpose have developed sufficiently to warrant advanced work in fiction, poetry or both. Individual projects leading to a final collection of writings in the form of a novel, a series of stories, a series of poems, a full-length play, a series of short plays or any equivalent combination of works in genres on which the student and instructor agree. Regular writing and reading assignments, as well as critiques in class. Prerequisite, 304 or 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. The Department.

Spring 2009 02 (Hall T)

498F Honors Project in Creative Writing.
Independent study under the supervision of creative writing faculty, for honors candidates who wish to qualify for honors in creative writing. Prerequisite, Permission of Department. Students will be assigned to CW faculty for the project. Maximum enrollment, 8. Naomi Guttman.

501S Honors Project.
Independent study for honors candidates in Creative Writing. Prerequisite, approval of the department. The Department.

Courses in Literature

[121F] Literature of Alienation.
A focus on alienation in love (romantic, familial or religious) by virtue of one's class, gender, or sensibility. We will ask what specific social structures and institutions the alienated protagonist/character critiques, the link between alienation and the creative or critical imagination, and how alienation in these works becomes the enabling condition for growth and self-definition. We will read poetry (by Robert Browning and Tennyson) and narrative (*The Dead*, *The Beast in the Jungle*, *Jane Eyre*, *Waiting for Godot* and *The Stranger*). (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16.

122F Literary CSI: Case Studies and Insights.
Through a forensic or close analysis and discussion of selected texts by writers such as John Donne, Shakespeare, Poe, Melville, Edna St Vincent Millay, Dylan Thomas, Toni Morrison, Sonia Sanchez and August Wilson (considered in their contexts), students will acquire the skills necessary for critical thinking and communication of their insights about literature. (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16. Odamtten.

123S Days of a Future Past.
Reading a variety of works that may be described as fantastic or speculative and written by authors from different cultures, we shall discuss and write about these texts in order to develop and improve students' critical reading, thinking, and writing skills. (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16. Odamtten.

[124F] The Literary Animal.
Humans have always been deeply interested in animals, and literature reflects this interest in many ways. We'll examine the complexity of representing animals in literature by reading poetry, novels, and plays that reflect the human/animal divide, imagine being animal, or use animals as symbols. We'll also discuss how these texts reveal philosophical and moral issues that arise from our relationships with animals. Texts include Swift's *Gulliver's Travels*, London's *Call of the Wild*, and Barbara Gowdy's *The White Bone*. We'll also read a range of poetry. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16.

Fall 2009 01 (Oerlemans O)

[125S] Monsters.
A focus on monsters and the monstrous in literature. Readings will include *Beowulf*, *Frankenstein*, *Dracula*, stories by Poe and Angela Carter, a selection of poems, and the movie *Aliens*. Throughout the semester, we will question what makes something monstrous and how monsters function in literature and culture. We will also examine how monsters intersect with the categories of gender, race, sexuality and class. (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16.

126F Children of Empire.
A look at children's literature, poetry and stories of growing up in England and its colonies in the 19th and 20th centuries in the context of Edward Said's critical views of "orientalism." Authors include Charles Dickens, Alfred Tennyson, Lewis Carroll, Olive Schreiner and Rudyard Kipling. (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16. P O'Neill.

127F British and American Drama.
Study of plays written in English from medieval England to 21st Century America in the light of literary, social and historical influences and conventions that have defined the genre of drama and influenced its reception by audiences. Special attention to the changing nature of the performance of gender and race after the English theater began to include women and people of color on stage and as playwrights. Readings include works by Shakespeare, Aphra Behn, Samuel Beckett, Eugene O'Neill, August Wilson and Wole Soyinka, among others. (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16. Strout.

Fall 2008 01 (Strout N)
Fall 2010 01 (Strout N)

129S Truth and Justice, the American Way.
Truth is often a difficult thing to determine. The difficulty is compounded when the stakes of debate over the truth are high, as they are in searching for justice for individuals or communities. We will read poetry, drama, fiction and films that suggest the peculiarly American factors that shape notions of truth when justice is under debate. We will read recognized literary authors such as Hawthorne, Melville, Hellman and Baldwin, as well as writers who experienced imprisonment, including Malcolm X, Leonard Peltier and Kathy Boudin. (Writing-intensive.) (Proseminar.) Open to first-years and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16. Larson.

131F,S The Experience of Reading: Books as Stories, Books as Objects.
Consideration not only of stories in books but also the representations of readers and reading within them and about the cultural and physical experience of reading. How have attitudes toward reading changed over time? Works by Bunyan, Franklin, Blake, Austen, Alcott, Stevenson, Haddon, Creech. Workshops using Hamilton's Rare Book and Book Arts collections and manual printing press. (Writing-intensive.) (Proseminar.) Open to first year students and sophomores only; not open to students who have taken a 100- or 200-level course in English. Maximum enrollment, 16. Thickstun.

Spring 2010 01 (Thickstun M)

[132S] Shakespeare: The Plays Within the Plays.
Most Shakespeare plays have plays in them--either actual staged events, like the performance at the end of *A Midsummer Night's Dream*, or "staged" public events, such as trials and weddings. We will look at the plays within the plays in order to think about the plays as plays, rather than books one reads, and about the relationship between theater and ritual. Among the plays we will read are *Henry IV, Part One*, *Much Ado About Nothing* and *The Winter's Tale*. Students will be expected to attend showings of the plays outside of class time. (Writing-intensive.) (Proseminar.) Open to first-year students only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16.

Spring 2010 01 (Thickstun M)

133F,S Apocalypse Now and Then.
End of days, end of empire, end of the world as they knew it -- a focus on the apocalyptic in literature. Possible authors include Mary Shelley, William Butler Yeats, Cormac McCarthy, Ian McEwan, Matthew Arnold, Margaret Atwood, P.D. James and Kazuo Ishiguro. We will examine how these writers envision the end, whether it be on a personal or pandemic scale, and how the anxieties and issues of their times influenced these visions. (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16. Ngo.

134S Heroic Narratives.
What blend of physical prowess, spiritual strength, moral courage and intellectual power creates a heroic figure, and what sets these exemplary men and women apart from the ordinary run of humanity? In this course, we will examine heroes and heroines from medieval monster-slayers to modern Holocaust survivors, in genres ranging from epic poem to graphic novel. Readings will include *Beowulf*, *Sir Gawain and the Green Knight*, Spenser's *Faerie Queene*, novels by Charlotte Bronte, Maxine Hong Kingston, and Art Spiegelman, and the play *Angels in America*. (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16. Terrell.

204F,S The Study of Poetry.
Close reading of poems written in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. (Writing-intensive.)

Prerequisite, a 100-level English course or equivalent. Not open to senior English or Creative Writing concentrators. Maximum enrollment, 20. The Department.

Spring 2006 01 (Thickstun M)
Fall 2007 01 (Thickstun M)
Fall 2007 02 (Thickstun M)
Fall 2007 03 (Yao S)
Fall 2009 02 (Oerlemans O)
Spring 2010 01 (Guttman N)

205F,S The Study of the Novel.
Forms of prose fiction since the 18th century. Attention to the primary structural features of the novel and the relations of narrative forms to social and historical contexts. Prerequisite, a 100-level English course or equivalent. Not open to senior English or Creative Writing concentrators; open to first-year students in the spring semester only. The Department.

Fall 2007 01 (Hall T)
Spring 2008 01 (Rohrbach E)

[206] The Study of Drama.
Drama in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. (Writing-intensive.) Not open to senior concentrators in English or creative writing. Maximum enrollment, 20.

[208S] Strange Fictions.
Examines contemporary science fiction, horror and ghost tales such as *Neuromancer*, *Beloved*, *The Handmaid's Tale*, *Interview with the Vampire*, and the films *Resident Evil* and *Dark City* in relation to their Gothic precursors. We consider why the Gothic persists, what features have been adapted for the 20th and 21st centuries, and how the audience for the Gothic has mutated. To establish the foundations of the Gothic, we read *The Castle of Otranto*, *Wuthering Heights* and *The Picture of Dorian Gray* (post-1900). (Writing-intensive.) Prerequisite, one 100-level English course or equivalent. Not open to senior English or creative writing concentrators. Maximum enrollment, 20.

[213S] Britain, Ireland, Africa: 1870-1922.
Juxtaposing historical, literary and visual materials, this course examines Britons' ideas about empire and their complicated relations to the practice of empire. We will focus on two distinct realms of conquest and cultural negotiation: Africa and Ireland. Prerequisite, one course in history or English. (Same as History 213.)

221F Introduction to Old English.
Exploration of the language, literature and culture of early medieval England, from the Anglo-Saxon invasion through the Norman Conquest. Emphasis on reading and translating Old English prose and poetry, as well as developing an understanding of its cultural context. Culminates with a reading of Beowulf in translation (pre-1700). Offered in alternate years. Prerequisite, one 100-level English course or equivalent. Terrell.

222F Chaucer: Gender and Genre.
Examines how Chaucer engages and transforms prevailing medieval ideas of gender and genre. Particular emphasis on his constructions of masculinity and femininity in relation to themes of sex, religion, social power and narrative authority. Readings include *Troilus and Criseyde* and *The Canterbury Tales in Middle English*, as well as select medieval sources and modern criticism (pre-1700). Prerequisite, one 100-level course in English or equivalent. Terrell.

225F,S Shakespeare.
Introductory survey of selected plays (pre-1700). Prerequisite, a 100-level course in English or equivalent, or Theatre 110. Not open to senior English or creative writing concentrators in either semester; open to junior English or creative writing concentrators in the fall semester only. Strout.

Spring 2006 01 (Strout N)
Spring 2009 01 (Strout N)
Fall 2010 01 (Strout N)

228S Milton.
Study of Milton's English poetry and major prose, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes and the purpose of education (pre-1700). Not open to first-year students. Thickstun.

Spring 2005 01 (Thickstun M)
Spring 2008 01 (Thickstun M)
Spring 2010 01 (Thickstun M)

[238F] Readers, Writers, and the Rise of Secular Print Culture.
Explores the effects of rapidly increasing literacy rates and increasingly affordable printed books on the rise of reading for pleasure as a common cultural activity in England and Colonial America between 1630 and 1750. Who could read? What was available? Who was making money off it, and how? We will consider the ways that writers (and booksellers) at this time tried to influence

reading practices. We will also look at books as physical objects through explorations in the library, conversations with book conservators and workshops on Hamilton's manual printing press. Open to sophomores, juniors and seniors.

Fall 2008 01 (Thickstun M)

[252S] Romanticism, Realism and Representation in Victorian Arts and Literature.
Study of a range of British poetry, prose and visual arts, including early cinema, from the death of John Keats to the sinking of the Titanic. Authors may include Keats, Charlotte Bronte, Gaskell, Arnold, the Brownings, Tennyson, Ruskin, Dickens, Eliot, the Pre-Raphaelites and Hardy (1700-1900). Prerequisite, one 100-level course in English or equivalent.

255F The Marrow of African-American Literature.
Exploration of how African-Americans, in the face of enslavement, exclusion and terror, produced literature expressing their identities and aspirations. In examining themes such as abduction, separation and resistance, students will assess the inscription of self on the emergent national culture by writers such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriet Wilson, Frances Harper, Sutton Griggs and Charles Chesnutt (1700-1900). Prerequisite, one 100-level English course or equivalent, or consent of instructor. Open to sophomores and juniors only. Odamtten.

256S American Literature of the 19th Century.
Survey of representative literary texts in their historical, social and aesthetic contexts. Attention to issues of access to the literary market and the cultural work of literature, particularly in figuring the rise of a distinctly American tradition. Readings from such writers as Cooper, Brown, Poe, Emerson, Whitman, Hawthorne, Melville, Douglass, Dickinson, Jewett, Clemens, Chestnutt and James (1700-1900). Prerequisite, one 100-level course in English or equivalent. Not open to students who have taken 257. Not open to seniors except with permission of the department. Oerlemans.

[264S] Colonial and Postcolonial Literature and Theory.
Colonial and postcolonial literature and theory both engage the colonial condition. Theory offers direct critique; literature often has an indirect approach. We will read colonial and postcolonial theory (authors include Fanon, Gandhi, Spivak and Bhabha) with literature (*Heart of Darkness*, *DraupadiDisgrace*) to bring the two into conversation with one another. Does the literature complement the theory, or does it read colonialism and postcolonialism in ways theory cannot grasp? Does literature simplify the problems of the colonialism and postcolonialism? (post-1900). Prerequisite, one 100-level course in English or equivalent.

Fall 2007 01 (Lakshmi A)

266F The Emergence of US Modernisms.
Effects of the international modernist movement on the literature of the United States from the beginnings of the 20th century to 1950. Attention to authors such as Anderson, Frost, Hemingway, Stein, Faulkner, Hurston, Moore and Ellison (post-1900). Prerequisite, a 100-level course in English or equivalent, or consent of instructor. Not open to first-year students or seniors. Kodat.

Fall 2010 01 (Kodat C)

267F Literature and the Environment.
Surveys the history of environmentalist thinking as it has been reflected in literary texts. Examines key ideas of environmentalism and questions of representation, literary value and political relevance. Authors include Thoreau, Faulkner, Abbey, Lopez and Jeffers, as well as a few non-American writers. Texts include memoirs, essays, novels and poems (post-1900). Open to sophomores, juniors and seniors, and to first-year students with advanced placement. Oerlemans.

Fall 2007 01 (Oerlemans O)

285S Detective Story, Tradition and Experiment.
Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, one course in literature. (Same as Comparative Literature 285.) P Rabinowitz.

Fall 2003 01 (Rabinowitz P)

[293F] The Making of English.
History of the English language from its origins in Old English to its present-day proliferation into World English(es). Particular attention to how the internal development of English (its sound system, syntax, grammar and vocabulary) relates to political and cultural transformations among English-speaking peoples throughout history, and how the English language continues to provoke political and cultural controversy. Offered in alternate years. Prerequisite, one 100-level English course or equivalent, or consent of instructor.

Fall 2007 01 (Jirsa C)

297S Introduction to Literary Theory.
Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the aesthetic, political, historical and personal contexts in which they are written and interpreted. Readings include drama, fiction and theoretical essays. Although the emphasis will be on 20th-century theory (including feminist, structuralist, poststructuralist and rhetorical theory), readings will range from Aristotle to the newest work on the relationship between narrative and cognitive psychology.

Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as Comparative Literature 297.) P Rabinowitz.

[300S] Women Filmmakers.
The history of cinema takes on new dimensions when the focus is on women filmmakers. Their contributions begin with the earliest productions of the silent era; their influence ranges from narrative and documentary to experimental films; and their work raises awareness of the different struggles in women's lives around the world. By raising questions of genre, gender and cultural identity, this course will investigate alternative histories of cinema and develop new approaches to feminist film theory. Prerequisite, one course in film or permission of instructor. Not open to students who have taken College 300.

[313S] Ghanaian Literature: From Colony to Post-Colony.
Through a close examination of selected works by West African writers such as Kobina Sekyi, Casley-Hayford, Mabel Dove, Ayi Kwei Armah, Efua Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature (204, 205 or 264 preferred). Maximum enrollment, 20.

315F Literary Theory and Literary Study.
Uses of structuralism, deconstruction, Marxism, feminism and theories of race, nation and sexuality in literary analysis. (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to students who have taken 297. Maximum enrollment, 20. Kodat.

Fall 2010 01 (Kodat C)

[316S] Caribbean Literature in the Crucible.
A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance and outward migrations. Particulation attention to writes such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

323S Other Worlds in Middle English Literature.
From the spiritual realms of heaven and hell to the supernatural world of fairies, medieval culture was immersed in alternative and transcendent versions of reality. Explores medieval literature's frequent forays beyond ordinary experience in Middle English works by the Pearl-poet, Chaucer, Malory and Langland, as well as anonymous romance and drama. (pre-1700). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. Maximum enrollment, 20. Terrell.

[326S] English Renaissance Women Writers.
Writing by and about women writers written between 1550 and 1660, including plays by Shakespeare, Webster, Middleton and Elizabeth Faulkland; poems by Spenser, Mary Wroth, Amelia Lander and Anne Bradstreet; short prose by Bathshua Makin, Margaret Fell, Elizabeth Clinton and Elizabeth Joceline. Attention to the reception of women writers in their day and in literary history (pre-1700). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

Spring 2008 01 (Thickstun M)

327S English Renaissance Literature: 1550-1660.
Study of the ways works and writers of this period are "in conversation" with each other on such matters as love, death, religious belief, the human response to the natural world and the role of women (in society and as authors). Readings of poems and other works by such writers as Shakespeare, Spenser, Donne, Herbert and Mary Wroth (pre-1700). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. Maximum enrollment, 20. Thickstun.

Fall 2007 01 (Strout N)
Fall 2008 01 (Thickstun M)

[329F] "When God Shakes a Kingdom:" Literature of the Seventeenth Century.
Addresses the role of religious issues in the literary life of mid-17th century England. Attention to devotional poetry and spiritual autobiography in light of debates about prayer, meditation and church practice; literary reworkings of Scripture; debates about women's preaching and religious autonomy; and literary and historical documents envisioning the implementation of God's kingdom on earth. Texts will range from self-defenses and personal narratives to lyrics, plays and epics. Authors will include English and colonial American writers (pre-1700). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

330F Love, Money and Power: Comedy and Tragedy, 1580-1780.
Study of tragedies and comedies from before and after the 1660 restoration of the monarchy, when women began performing in and writing for the professional theater in London. Attention to changes in plot incident and characterization arising from the presence of women on stage, as well as the effects of changes in performance spaces and audience expectations. Plays include Shakespeare's*Antony and Cleopatra* (c. 1606), Dryden's version of the same story in *All for Love* (1677), and comedies by Shakespeare, Middleton, Jonson, Behn, Wycherly, Congreve and H. Cowley (pre-1700). (Writing-intensive.) Prerequisite, one

200-level course in literature. Maximum enrollment, 20. Strout.

Fall 2010 01 (Strout N)

332S Seminar: Social and Sexual Relations in the Early English Novel.
Study of the emergence and development of the novel in England between 1660 and 1800. Works by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Eliza Heywood, Henry Fielding, Oliver Goldsmith, Charlotte Lennox and Laurence Sterne (1700-1900). Prerequisite, one 200-level course in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12. J O'Neill.

[334S] Seminar: The Eighteenth-Century Novel in England and France.
Study of the novel as an emergent form in both its English and French contexts. Topics include the role of women as writers, readers, and subjects of novels; the development of the genre; and the social context of the novel. Works by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Francoise de Graffigny, Choderlos de Laclos, Antoine Prevost, Marie Riccoboni, Samuel Richardson, Laurence Sterne and Voltaire. (Taught in English.) Does not fulfill the senior seminar requirement for the English concentration (1700-1900). Prerequisite, one 200-level course in literature. Open to juniors and seniors only. (Same as French 334.) Maximum enrollment, 12.

335F "Mad, Bad and Dangerous to Know:" Romantic Writers in Nineteenth-Century England.
Study of the theory and practice of the major English Romantics, with special emphasis on the relations of poetry to environmental and social issues (1700-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. Maximum enrollment, 20. Oerlemans.

Fall 2007 01 (Rohrbach E)

[342F] Seminar: Written on the Wall: 20th-Century American Prison Writing.
The writing of the men and women inside the American prison system constitutes a kind of shadow canon to that of better-known literary artists. We will read broadly in 20th-century American prison writing, asking questions about the generic coherence, social and moral import, and historicity of prisoners' non-fiction, fiction and poetry. Authors will include Eldridge Cleaver, George Jackson, Assata Shakur, and Japanese and Chinese internees. Students will visit a writing class taught inside Attica Correctional Facility (post-1900). Prerequisite, one 200-level course in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12.

[344F] Decadence and Degeneration: Literature of the 1890s.
Consideration of the many new genres and literary experiments that marked this brief period of transition between the Victorian and Modern periods. Authors include Morris, Wilde, Gissing, Wells and West (1700-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

353S Anglo-American Modernism.
Principal trends in Modernist literature written in the United States and the United Kingdom roughly from 1900-45. Examination of the contours of the primary tradition, as well as attention to counter-traditions that evolved alongside the accepted canon. Readings of poems, novels and stories by such writers as Yeats, Conrad, Joyce, Woolf, Eliot, Pound, Lewis, Ford, West and Loy will provide the context for understanding the larger trajectory of Modernism together with the opportunity for more detailed consideration of specific individual writers (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20. Yao.

[354S] The Traveler and Travel Literature.
Travel writing is attended with anxieties: that the foreign will be too different or not different enough. We will track the metropolitan traveler in his or her evolution toward the cosmopolitan starting with two British travelers — Emily Eden, sister of the Governor-General of India, and T.E. Lawrence ("Lawrence of Arabia") — continuing to novels of Kipling, Forster, Gide, Woolf, Rushdie and Calvino. We will attend to political and economic structures that make travel possible and narrative strategies through which these writers use and create the foreign (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

Spring 2008 01 (Lakshmi A)

374S The Hollywood Novel.
A look at novels dealing with or set in Hollywood and at adaptations of novels to film. Students will write short screen adaptations from short fiction and work together as a team (or in teams) on digital video productions of one or more student screenplays (post-1900). (Writing-intensive.) Prerequisite, one 200-level literature course on narrative fiction and one of the following: 215, Art 213, 313, 377 or College 300. Open to juniors and seniors only. Maximum enrollment, 20. Larson.

Spring 2010 01 (Larson D)

[375F] Contemporary American Fiction.
Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, DeLillo, Mazza, Wideman, Anaya, Kingston, Proulx (post-1900). Prerequisite, one 200-level course in literature (205 or 266 preferred). Not open to first-year students.

[376F] Africana Literatures and Critical Discourses.

A survey of literatures produced by writers from former European colonies in Africa and the Caribbean, with particular attention to literary and theoretical issues as well as responses to such developments as Negritude, feminism, Black Power, cultural syncretism, the Anti-Apartheid movement and globalization. Readings include poetry, fiction and drama by such authors as Achebe, Aidoo, Brink, Brutus, Lamming, Ngugi, Okri, Phillips, Soyinka and Walcott (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature or Africana studies. Not open to first-year students. Maximum enrollment, 20.

[378F] African-American Literature Beyond the Edge.
A critical survey of literatures of conjuration, speculation, investigation and science fiction produced by African-American writers from the 19th century to the present. Includes works by such writers as Chesnutt, Sutton Griggs, W. E. B. Du Bois, Fisher, Chester Himes, Ernest Gaines, Octavia Butler, Walter Mosley, Steve Barnes, Jewelle Gomez, Samuel Delaney, Gayle Jones, Derrick Bell, Paula Woods, Tananarive Due and Nalo Hopkinson. (Writing-intensive.) Prerequisite, one 200-level course in literature or Africana studies. Not open to first-year students. Maximum enrollment, 20.

[380S] Ut Pictura Poesis: Contemporary Graphic Narrative.
Study of the graphic narrative as a hybrid literary medium particularly conducive to memoir and social commentary. Readings in the history of comics and in theories of life writing will accompany close analysis of texts by artist/authors such as Lynda Barry, Alison Bechdel, Daniel Clowes, Harvey Pekar, Joe Sacco, Art Spiegelman and Chris Ware. Prerequisite, one 200-level course in literature, American studies, art, art history or history. Next offered in 2012. (Same as American Studies 380.)

Spring 2010 01 (Kodat C)

383F Asian American Literature.
Particular attention to poetry and prose by Chinese and Chinese Americans in response to their encounters with the U.S. Readings include translations of classical Chinese and Japanese poems to provide insight into the dominant views of Asian culture and society, translations of poems by detainees on Angel Island, the main site of entry for Chinese immigrants during the early 1900s, and poetry and prose written in English by Asian American writers with various cultural backgrounds (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. Maximum enrollment, 20. Yao.

427/527S Seminar: Shakespeare in Context.
Examination of selected plays by Shakespeare in conjunction with his narrative poems on the one hand, and with plays by his contemporaries on the other. For example: revenge as treated in*Hamlet* and in tragedies by Thomas Kyd and Thomas Middleton; and love as treated comically in*All's Well That Ends Well* and the narrative poem *Venus and Adonis*. How does Shakespeare's work differ across genres and differ from others' work in the same genre? (pre-1700). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. Strout.

[428/528S] Seminar: Muslims, Women and Jews: Alterity and Identity in the Middle Ages.
How did medieval Christians perceive difference and define the boundaries of identity? Study of medieval literature dealing with disenfranchised populations within European Christian society (women and Jews) and those outside its bounds (Muslims). Readings by authors such as Chaucer, Margery Kempe and John Mandeville, as well as anonymous dramas and crusade romances, and modern criticism. Particular consideration of literary and cultural contexts, including sermon stories, histories, medical and legal texts, polemics and religious tracts (pre-1700). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

435F Seminar: Jane Austen: Text and Film.
Close reading and discussion of Austen's six published novels. Attention to questions of genre raised by treatments of the novels in film and television productions (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12. J O'Neill.

Spring 2006 01 (O'Neill J)

[438/538S] Seminar: George Eliot.
While Mary Ann Evans was shunned by Victorian high society for living with a married man, her reputation as the author George Eliot established her as the most respected and influential female novelist of the 19th century. In this seminar we will study Eliot's art as a novelist and her contributions to debates concerning science, religion and the woman question in works such as*The Mill on the Floss*, *Middlemarch* and *Daniel Deronda* (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

442F Seminar: Booked: Prison Writing.
Prisons have been the settings for scenes of tragedy, comedy, romance and social protest. While aware of this use of the prison as a literary device, we will read writers who have actually suffered incarceration. We will read canonical texts (by Plato, Boethius, King), post-colonial prison writers (Abani, Thiong'o), and the work of men and women inside the American prison system. Among other requirements, students will read work by and visit men in a writing class taught inside Attica Correctional Facility. Prerequisite, three courses in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12. Larson.

[454/554S] Seminar: South Asian Literature and Culture.
By examining a selection of autobiographical, historical, novelistic and filmic South Asian texts, we will explore ways of imagining unique national identities, the place of women and queer sexualities within them, and the new humanisms and cosmopolitanisms that resist or mark their distance from the west while remaining in relation to it. Texts include works of

Premchand, Tagore, Rushdie, Jean Arasayangam and Shyam Selvadurai, as well as films by Satyajit Ray and Om Prakash Mehra. We will also read recent cultural criticism concerning new notions of the "popular" (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

458/558S Seminar: The 19th Century American Novel and the Marketplace.
The American market for home-grown novels developed in the 19th century. In competition with each other and pirated British novels, American novelists hoped to write the next best-seller. We will read some of those best-sellers -- novels by Cooper, Lippard, Sedgwick, Child, Warner and Stowe -- along with now-canonical novels (such as those by Melville and Hawthorne) that did considerably less well in the market, with an eye toward understanding some of the tensions between the literary marketplace and the development of the literary canon (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. Oerlemans.

[459/559S] Seminar: TransAtlantic Romanticisms.
Exploration of Romantic ideologies in 19th-century texts from England, the United States and Canada. Discussion of nationalism, nature, individualism and imagination as they appear in select literary texts. Attention to the paradox of influence in asserting national difference (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

463/563S Seminar: The Pound Era.
Examination of the age of Modernism through the efforts of one of its most influential and controversial figures: the poet, promoter, polemicist and propagandist Ezra Pound. Readings of poetry and fiction from the period by such writers as T. S. Eliot, H.D. and James Joyce. Discussion of such issues as the poetic movements of Imagism and Vorticism, translation as a form of Modernist expression, the role of history in literary discourse, the relationship between poetry and politics, questions of formal innovation, and the question of American poetic identity (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. Yao.

[465/565S] Seminar: Faulkner and the South.
Study of Faulkner's major novels in the context of the ongoing effort to write the South (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[473/573S] Seminar: Major African Writers.
A comprehensive comparative investigation into works by two or more contemporary African writers. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the multiple articulations among authors, texts and audiences (post-1900). Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12.

474/574S Seminar: Major African-American Writers.
An in-depth investigation of selected 20th-century and contemporary works by African-American writers. Focus on the theoretical and practical questions of genre, language, gender, class and ideology to determine the multiple articulations among authors, texts and audiences. Traditional written assignments, critical discussion and digital media coursework in the computer lab are required (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Odamtten.

500S Honors Thesis.
Independent study for honors candidates in English, culminating in a thesis. Prerequisite, approval of the department. The Department.

English for Speakers of Other Languages

Barbara T. Britt-Hysell, *Coordinator*
John Bartle (German and Russian Languages and Literatures)

English for Speakers of Other Languages (ESOL) is a program that provides a variety of services to a broad range of studens for whom American English is not their first or native language. The program supports the various skills, abilities and proficiencies of students who are fluent or functional bilinguals. We aim to capitalize on the strengths of how culture and language factors affect learning, speaking, listening and reading as well as the writing process and the evaluation of academic writing. Activities and services include weekly radio show, conversion tables, an interactive Web site, on-going tutorial assistance and the two courses listed below.

Fundamentals of Composition I and II are designed to assist ESOL students in sharpening their writing skills for college-level work in all academic disciplines. Both courses focus on teaching students how to organize standard academic essays and how to form clear, coherent arguments at the college level. Fundamentals of Composition II is open to all students. Both provide regular academic credit toward graduation requirements and satisfy the College-wide requirements of writing-intensive courses.

101F Fundamentals of Composition I.
Readings and writing in a variety of subject areas and disciplines to deepen understanding of Standard American English; to enhance the ability of expression in college-level writings, such as essays, examinations and research papers; to expand vocabulary and increase speed of comprehension and writing in English. (Writing-intensive.) Limited to first-year students. Maximum enrollment, 10. Britt-Hysell.

102S Fundamentals of Composition II.
Writing 102 generally follows the format of 101 and is open to all students whether they have taken 101 or not. Focus on American culture, particularly as seen through film. (Writing-intensive.) Maximum enrollment, 10. Bartle.

Environmental Studies

Program Committee
William A. Pfitsch, *Director* (Biology) (S)
Peter F. Cannavò (Government)
Eugene W. Domack (Geosciences) (F)
Katheryn H. Doran (Philosophy)
Michael L. McCormick (Biology)
Onno Oerlemans (English)
Ann L. Owen (Economics)
Todd W. Rayne (Geosciences)
Richard H. Seager (Religious Studies)
Julio Videras (Economics)

Environmental studies concerns human interaction with the physical world. The Environmental Studies Program offers an opportunity to explore that interaction from a variety of perspectives and using the tools of different academic disciplines. A number of departments contribute courses to this interdisciplinary program.

The concentration in Environmental Studies encourages both interdisciplinary breadth and depth of study in a discipline. Students select a focus academic division in which to pursue their ES program, and work closely with faculty advisors to develop an individualized plan of study. The concentration consists of 13 courses:
-- Six foundational courses distributed among the three academic divisions: sciences, humanities and social sciences, including:
- one introductory science course in geoscience, and one in biology, chemistry or physics;
- one in the humanities, and one in the social sciences;
- two additional courses selected from the focus division;

-- Four elective courses chosen from a specific discipline within the focus division;
-- Two elective courses with explicit environmental content;
-- and 550, the Senior Project

A complete description of the Senior Project is available from members of the advisory committee. A maximum of four credits may be transferred into the concentration from study off-campus with prior approval. Students who have earned at least a 3.3 (88) average in courses toward the concentration may receive honors in Environmental Studies through distinguished work on the Senior Project.

The minor in Environmental Studies consists of five courses: An introductory environmental science course (one of ES150, GeoSc 105, or GeoSc 110) and four from the Humanities, Social Science, and Science lists below (with the exclusion of introductory biology, chemistry, and physics courses). A student may petition to substitute other courses with an explicit environmental focus. The five courses must include at least one course from outside the natural sciences. A student may count for the minor at most two courses from a single department, and at most two courses from programs away from Hamilton.

The requirements for the environmental studies concentration are:

1. Six foundational courses, which should be taken before the completion of the junior year. These courses are:

One of Geoscience 103, 105, 110, 112 or 116
One of Biology 101, 102 or 115, Chemistry 120 or 125, or Physics 100 or 200
One course from the Humanities list below
One course from the Social Science list below
Two more courses from one of the divisional lists below (the focus division)

HUMANITIES
220 Forever Wild: The Cultural and Natural Histories of the Adirondack Park
250 Interpreting the American Environment
English 267 Literature and the Environment
Philosophy 235 Environmental Ethics
Religious Studies 118 Religion and Environmentalism

SOCIAL SCIENCES
220 Forever Wild: The Cultural and Natural Histories of the Adirondack Park
250 Interpreting the American Environment
221 Global Warming
Economics 380 Environmental Economics (prerequisite 101)
Government 285 Introduction to Environmental Politics

Government 287 Political Theory and the Environment

SCIENCES
150 Environmental Science
221 Global Warming
Biology 101, 102 or 115 Introductory Biology
Biology 237 Ecology
Chemistry 120 or 125 Introductory Chemistry
Geoscience 222 Earth's Climate
Geoscience 240 Meterology

2. Four elective courses selected in consultation with the student's advisor from a discipline within the focus division. At least three of the electives must be above the 100 level.

3. Two elective courses with explicit environmental content from outside one's discipline.

4. 550 Senior Project

150S Environmental Science.
An introduction to environmental science. Emphasis on scientific understanding of the causes and implications of, and potential solutions for, problems that result from human interactions with the environment. Current environmental problems examined from an ecological perspective. (Same as Biology 150.) E Williams.

220F Forever Wild: The Cultural and Natural Histories of the Adirondack Park.
Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. Maximum enrollment, 16. May count toward a concentration in environmental studies. Field trip required. Open to sophomores and juniors. Oral Presentations (Fall); Writing-intensive (Spring). (Same as College Courses and Seminars 220.) Maximum enrollment, 16. Kinnel.

Fall 2007 02 (Oerlemans O)

[221S] Global Warming: Is The Day After Tomorrow Sooner than We Think?.
Investigates the historical/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. Prerequisite, One semester of science. Not open to students who have taken Sophomore Seminar 221. May count toward a concentration in environmental studies. Enrollment limit applies to each section. (Same as Geosciences 221 and College Courses and Seminars 221.) Maximum enrollment, 12.

250F Interpreting the American Environment.
A survey of responses to and interpretations of the American landscape. Study of historical, political, literary, and critical texts. Puts contemporary environmentalism in a historical and geographical perspective. Emphasis on changing notions of wilderness, urban development and the cultural contexts of expansion and development. Cannavò.

255S Gender and Environment.
Examines the connections between racial, gender and class oppression and the subjugation of the non-human environment. Reading works by scholars such as Carolyn Merchant, Vandana Shiva, Karen Warren, Greta Gaard and Mary Mellor, we will examine feminist environmental thought, exploring the theoretical links between women, nature and culture, and connecting these theories to women's environmental praxis. (Writing-intensive.) (Same as Women's Studies 255.) Maximum enrollment, 20. The Program.

550S Senior Project.
An independent study developed in consultation with a faculty advisor and the environmental studies advisory committee to explore in detail an environmental topic, culminating in a substantial research paper and oral presentation. The Program.

Foreign Languages

Martine Guyot-Bender
M. Cecilia Hwangpo
Hong Gang Jin
Roberta L. Krueger (JYF)
Cheryl A. Morgan
Joseph E. Mwantuali
John C. O'Neal
De Bao Xu

A concentration in foreign languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses and one 300-level course in each.

Students may combine courses from Classics (Greek, Latin); East Asian Languages and Literatures (Chinese, Japanese); French; and Hispanic Studies (Spanish). The combination may be departmental or interdepartmental. Students wishing to count other languages or work done at other institutions toward the concentration must receive approval from the chair of the appropriate department. All concentrators in foreign languages will be required to pass language proficiency tests in two foreign languages. Additional requirements for an appropriate senior or honors program will be set by the chairs of the departments of concentration.

Besides a broad program of language study on campus, the College administers study abroad programs in China, France and Spain. In addition, Hamilton is a member of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. (For further information, see "Academic Programs and Services.")

Students are advised to begin, or continue, their study of a foreign language early in their college career. Instruction in the following languages is offered at Hamilton:

Chinese (see East Asian Languages and Literatures)

French (see French)

Greek (see Classics)

Japanese (see East Asian Languages and Literatures)

Latin (see Classics)

Spanish (see Hispanic Studies)

French

Faculty
Martine Guyot-Bender, *Chair*
Roberta L. Krueger (JYF)
Cheryl A. Morgan
Joseph E. Mwantuali
John C. O'Neal
Joan Hinde Stewart
Aurelie Van de Wiele

Special Appointment
Kadiantou Coulibaly

A concentration in French consists of nine courses numbered 140 or higher, including 200; 211 or 212; 250 or 280; two 400-level seminars (one each semester of senior year, including at least one pre-modern seminar); and two electives at the 300 or 400 level. Any history, civilization or culture course offered by another department and concentrating specifically on France or another Francophone country satisfies the 250-280 requirement but will not count as one of the nine concentration courses.

During their senior year, concentrators in French must: 1) enroll in at least one 400-level course during both the fall and spring semesters; one of these courses must focus on a period before 1800; 2) complete a substantial research paper in a 400-level course, normally in the spring semester; 3) participate in an assessment of their oral proficiency in an interview conducted by outside examiners early in the spring semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

To attain honors in French, students must have an average of A- or better in all coursework in the department at the end of first semester of senior year, and must, during the spring semester of their senior year, complete a third course (550) with an average of A- or better on both the required paper and the oral defense. Candidates for honors are exempt from writing a research paper in their required 400-level class; they will fulfill all other requirements of the class.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level or higher.

Hamilton College Junior Year in France

After a preliminary orientation in Biarritz and Paris, students register at the Université de Paris III. In consultation with the director, they select a program of four courses per semester from those offered at Paris III or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique and the Ecole du Louvre. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The director makes specific course information available to students as soon as possible. Many varied courses in art history, economics, French language and literature, history, music, philosophy, political science, sociology and theatre are offered. Students are urged to take at least one semester of a language class and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. The department believes that far greater linguistic and cultural benefits are gained from an academic year in France than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program. A semester option is available, however, to pre-med students, students majoring in the sciences (including mathematics and computer science) and students whose academic plans necessitate attending another semester program in another country.

110F First-Term French.
A thorough grounding in speaking, writing, reading and comprehension for beginners. This is an intensive, interactive course which allows students to gain oral fluency fast. Textbook readings and exercises supplemented by short texts and films. Prerequisite, For students with no prior experience in French. Four hours of class, plus one session with a teaching assistant, and laboratory work. First-year students who follow the sequence through 140 may qualify for the Junior Year in France Program, with consent of the director. Morgan; Van de Wiele.

120S Second-Term French.
Increased instruction in aural comprehension, speaking, reading and writing. Students engage in more in-depth conversation and writing assignments about everyday life and cultural topics related to French-speaking areas around the world. Four hours of class, with additional independent drill and laboratory work as well as Internet exploration. Prerequisite, 110 or placement in 111/120. Although a natural continuation of 110, 120 can be taken independently. First-year students who follow the sequence to 140 may qualify to attend the Junior Year in France. The Department.

130F Communication in Francophone Cultural Contexts: Intermediate French I.
The diversity of the French-speaking world will provide the material for students' active engagement and greater proficiency in speaking, comprehending, reading and writing French. Strengthening of basic grammar, oral practice and conversation, readings in contemporary social issues. Incorporates texts, films and other activities as the basis for discussion, debate, exposés and short compositions. Three hours of class and session with teaching assistant. Prerequisite, 111, 120 or French placement exam. Van de Wiele.

Fall 2006 01 (O'Neal J)

140F,S Communication in Francophone Cultural Contexts: Intermediate French II.
Further venture into the French-speaking world, as students gain increased proficiency in understanding, speaking, reading and writing French while continuing to strengthen grammatical forms. Students will work on a variety of topics which may be based on French television, film, the Web, short fiction or drama. Special focus on oral presentation and composition. Three hours of class and session with teaching assistant. (Oral Presentations.) Prerequisite, 130, placement exam or consent of instructor. Guyot-Bender (Fall); Mwantuali (Spring).

200F,S Introduction to French Studies.
An intensive course to improve all language skills, focusing on oral and written argumentation, proper nuanced expression, grammar and vocabulary-building strategies through the analysis of contemporary literary and cultural texts. A necessary course for study abroad and French culture and literature courses. Mandatory discussion session TBA. (Writing-intensive.) (Oral Presentations.) Prerequisite, 140 or placement exam. Three weekly sessions (including one discussion session with a teaching assistant). Maximum enrollment, 20. O'Neal (Fall); Morgan (Spring).

Fall 2007 01 (O'Neal J)

211F Introduction to French Literature I: Writing the Other.
Examines representative works of literature from 1800 to the present that focus on the discovery and interaction of "the other" (l'autre) from a variety of perspectives. Special attention is given to literary analysis and developments in each work. Students participate in daily class discussion, present exposés on works of their choice and work on improving their written argumentation through revision of written assignments. Taught in French. (Writing-intensive.) (Oral Presentations.) Although not a requirement, 200 is strongly recommended; otherwise placement exam results or consent of instructor. Maximum enrollment, 20. Guyot-Bender.

212S Introduction to French Literature II: The Emergence of Individualism.
Study of representative genres from the Middle Ages to 1800: the epic, romance, the lai, lyric poetry, theatre and prose fiction. Focus on problems and techniques of literary analysis. Class discussion, oral presentations and papers. Taught in French. (Writing-intensive.) Although not a requirement, 200 is strongly recommended. Maximum enrollment, 20. O'Neal.

[250] Exploring Contemporary France.
Analysis of a variety of perspectives on contemporary France, including geography and recent history, regionalism, religions and cultures as they have shaped the social evolution of the population, socio-political groups and popular culture. Exploration of recent reforms led by Nicolas Sarkozy's new government as well as the evolution of France within the European Community. Class material includes documentaries, films and electronic media sources, as well as more traditional material. Students conduct individual research to be presented orally during the semester. (Oral Presentations.) Prerequisite, 140 but 200 is strongly recommended.

[270] The Art of Translation.
Study of the theory and practice of literary translation in French and English. Comparative analysis of translations of different periods and genres. Students prepare their own translations in English of selected poems or short texts.Taught in French and English. Prerequisite, French 200 or higher. Maximum enrollment, 16.

280F Francophone Cultures.
An introduction to cultures of French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Topics include the history of slavery, colonization and neo-colonization; literatures; sculptures, masks, paintings; fashion; and cuisines. Discussion based on readings, films and presentations by native informants. Taught in French. Although not a requirement 200 is strongly recommended. Instructor’s consent required for those returning from study in France. Mwantuali.

285S 1968: Is Paris Burning?.
In May 1968, France experienced social unrest on an unprecedented scale: massive student demonstrations preceded a general labor strike by millions of workers from all sectors of employment. Social and political unrest characterized the moment, but the "events of May" also challenged existing forms of knowledge and the very nature of language. Explores post-war French history

and concurrent developments in the university, the arts and intellectual life. (Oral Presentations.) Prerequisite, 200 or consent of instructor. Taught in French. Morgan.

[295S] Advanced Composition and Oral Practice.
Current events in the francophone world provide the basis for class discussions. Oral exposés and short papers. Particularly intended for students who wish to hone their speaking and writing skills before study abroad. Taught in French. Prerequisite, 200 or consent of instructor.

[334S] Seminar: The Eighteenth-Century Novel in England and France.
Study of the novel as an emergent form in both its English and French contexts. Topics include the role of women as writers, readers, and subjects of novels; the development of the genre; and the social context of the novel. Works by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Francoise de Graffigny, Choderlos de Laclos, Antoine Prevost, Marie Riccoboni, Samuel Richardson, Laurence Sterne and Voltaire. (Taught in English.) Does not fulfill the senior seminar requirement for the English concentration (1700-1900). Prerequisite, one 200-level course in literature. Open to juniors and seniors only. (Same as English and Creative Writing 334.) Maximum enrollment, 12.

[373S] Special Topics: La Révolution.
An exploration of the cultural, historical and literary legacies of the French Revolution through text and image. Taking as our starting point the difficulties involved in describing and dating this complex historical "event," we will consider the ways in which the Revolution has come to signify both rupture and continuity in the French consciousness. Oral presentations and written papers. Prerequisite, 200 or consent of instructor.

374S Special Topics: African Cinema.
An introduction to the cinema of Africa. This course is a study of major cultural and socio-political issues as well as of techniques, and the crucial question of "language(s)" in African cinema, from the colonial to the post-colonial era. African filmmakers include Raoul Peck, Ngangura Mweze, Ousmane Sembene, Assia Djebar, Amadou Saalum Seck, Raymond Rajaonarivelo, Kwaw Ansah, Djibril Diop Mambety, as well as some non-African director such as Thierry Michel and Tristan Boulard. Taught in French. Prerequisite, One 200-level course or above, or consent of the instructor. The Department.

[378] Cultural and Literary Identities of Quebec.
Quebec is so close and so far. The course will explore various aspects of Quebec identity (a mainly Francophone territory in a sea of Anglophone cultures) through literature, theater, film and popular songs. We will focus on four themes that are central in Quebec's arts: nature, work, the country-city divide and the nation. We will examine each text in the general context of Quebec's identity as well as a stand alone piece of art. (Oral Presentations.) Prerequisite, one course in French above 200 or permission of instructor. Taught in French.

Spring 2010 01 (Tolliver J)

[403] In Her Own Voice: French Women Writers of the Middle Ages and the Renaissance.
Analysis of works by women in France during the first 1,000 years of French literary history. Authors include Radegund, Dhuoda, Heloise, Marie de France, the female troubadours and trouvères, Marguerite Porete, Christine de Pizan and Louise Labé. Topics include the problem of female voices in manuscript culture; women's roles in convents, courts and the family; spirituality and heresy; sexuality and desire; changing ideas of honor; female authors' critique of misogyny and their rewriting of courtly and clerical models. Oral presentations and written projects. Taught in French. Prerequisite, 211 or 212.

405F Medieval Lovers.
An examination of the faces of love in different medieval literary genres. Authors and works read include Marie de France's Lais, Chrétien de Troyes, Guillaume de Lorris, Aucassin et Nicolette, Adam de la Halle's Le jeu de la feuillée, and the fabliaux. Prerequisite, One 300-level course or above, or consent of the instructor. Mwantuali.

[406S] Comic Visions in French Literature from the Fabliaux to Figaro.
Analysis of comic perspectives on society, language and literature from Old French farce through the early modern period. Works and authors include Aucassin et Nicolette, selected fabliaux, the*Farce de Maistre Pathelin*, Marguerite de Navarre, *Rabelais*, Molière and *Le Mariage de Figaro*. Taught in the original French or in modern French translation when appropriate. Prerequisite, 211 or above, or consent of instructor. Maximum enrollment, 12.

408S The Passions of the Soul.
Combines an introduction to 17th-century French culture and society with an analysis of the period's thinking on manners, morals, ambition, spiritual devotion, duty, self-love, hypocrisy and animal souls. Special attention to the role the passions play for this age in the works of authors such as Descartes, François de Sales, La Bruyère, La Fontaine, La Rochefoucauld, Mme de Lafayette, Molière, Pascal and Racine. (Oral Presentations.) Prerequisite, 211, 212 or consent of instructor. One 300-level course strongly recommended. O'Neal.

[409] The Art and Abuse of Conversation in 17th- and 18th-Century France.
After an introduction by way of Montaigne's essay on the subject in the late Renaissance, this course examines works by Molière, La Bruyère, Mlle de Scudéry and the chevalier de Méré in the 17th century and other works by Marivaux, Crébillon fils, Diderot, Rousseau and the abbé Morellet in the 18th century. Discussions will elicit both the enormous pleasures of polite or intimate conversation as well as the possible ways society sometimes overly refines this art or turns it into a hypocritical game. Prerequisite, 211, 212, a 300-level course or consent of instructor. Maximum enrollment, 12.

[410S] Madness and Genius in the Age of Enlightenment.
Beginning with an examination of sensibility, the soul and consciousness in 18th-century France, the course pursues the emerging modern notion of personal identity, based as it is on change rather than permanence. Readings from the Encyclopédie, Voltaire, Diderot, Rousseau, and Pinel will illustrate how closely madness comes to genius at times in the period's representation of the ideal philosophe, sociability, scientific truth and the authentic self. Concludes with a discussion of the evolution of modernday neuroses and the birth of the "moral treatment" in psychiatry. Prerequisite, 211, 212 or consent of instructor. Maximum enrollment, 12.

[412F] Libertins and Philosophers.
An examination of free thinkers and philosophers, rakes and scoundrels, and sex and seduction in French literature of the late 17th- and 18th-centuries. The course considers the ways in which the shifting notion of libertinage served to frame moral and intellectual reflections on individual freedom, society, sexual desire and human nature. Includes readings by Viau, Molière, Crébillon fils, Diderot, Rousseau, Laclos, Casanova, Sade and Denon ; modern cinematic adaptations and selected works by the 18th-century painters Boucher and Fragonard. (Oral Presentations.) Prerequisite, 211-212 or consent of instructor. Maximum enrollment, 12.

[415F] Out in the City: Nineteenth-Century Paris.
Examination of the ways in which an increasingly modern Paris looms large in the 19th-century imagination. Explores developments in the arts (drawing, caricature and photography) and writing (journalism and literature) to examine topics such as money, pleasure, looking, flanerie, fashion, social class and gender within the context of urban decay and renewal. Attention to the historical and social geography of Paris complements study of writers such as Mercier, Balzac, Girardin, Baudelaire and Zola and artists such as Texier, Daumier and Nadar. (Oral Presentations.) Prerequisite, one 300-level course or consent of instructor.

[416] Saints and Sinners in Medieval French Literature.
This course examines the representation of spiritual crisis and social transgression in selected works of twelfth- and thirteenth-century Old French literature, including the Vie de Saint Alexis, the letters of Abelard and Heloise, Marie de France's Eliduc, Chrétien de Troyes's Yvain and Perceval, La Mort du Roi Artu, selected fabliaux, and Aucassin et Nicolette. Prerequisite, one course numbered 211 or higher. Oral presentations and written reports. Taught in French.

[420] Reviewing the Nineteenth-Century Classics: From Novel to Film.
Selected "classic" 19th-century novels and the films they have inspired. While examining the place these novels occupy in the French cultural record, our perspective will also be comparative as we examine the modalities of each medium in terms of techniques and structures. How did these fictions represent French society and history, and how, in turn, does cinema translate these 19th-century novels? Authors may include works by Balzac, Hugo, Flaubert and Zola. Taught in French. Prerequisite, one 300-level course or consent of instructor.

421F Romance, Revolution, and Rebels in the 19th-Century French Novel.
This course will examine emerging and competing forms of the French novel in the first half of the 19th century, exploring their engagements ith romantic individualism, sentimental fictions, recent history and, ultimately, realist aesthetics. Authors studied may include Hugo, Balzac, Duras, Sand Girardin, Stendhal and Flaubert. Prerequisite, one 300-level course or consent of the instructor. Morgan.

428S Post-War Cinematographic Memory.
Based on three chapters of recent French history (the Occupation and the Holocaust; relationship with Algeria; May 1968 and social unrest), investigates how filmmakers mediate individual and national memories through moving images. The films will be considered in the context of recent historiographical material, theoretical discourse on cinema, and very specific cultural policies in France, as well as popular events around cinema. Includes about 10 movies. Some Friday afternoons will be reserved for film screenings. Prerequisite, one course at the 300-level or above. Guyot-Bender.

[432F] Picturing War in Twentieth-Century France.
Examines various representations of the wars that have marked 20th-century France. As tragic as wars are, they inspire texts in an unlimited variety of formats and media and tones (tragic, ambiguous, mundane and comical) that respond to specific needs, and impact their "public" in different ways. Course material includes 20th-century novels, fiction and documentary film; paper and electronic news media; monuments and museums, popular forms of expression (soldiers' letters, jokes, songs, games); and other visual arts. (Oral Presentations.) Prerequisite, one 300-level course or consent of instructor. Course may include off-campus visits. Maximum enrollment, 12.

[435F] Reality as Fragment: Surrealism, the Absurd and Commitment between World War I and World War II.
Examines the artistic reaction to World War I and its anticipation of World War II with a focus on what is known as the Surrealism movement and on authors/thinkers who systematically questioned social and political assumptions about coherence and meaning through dream, studies of the self, idealism and ideology. Readings in Proust, Colette, Aragon, Breton, Malraux, Michaux and Yourcenar. Class material includes poetry, narratives and the visual arts as well as a study of Renoir's 1939 movie "La Regle du jeu." Prerequisite, French 211 or 212, or consent of the instructor. Maximum enrollment, 12.

[455] Studies in Francophone Literature: The African Novel.
Critical examination of the novel's evolution from the colonial period through independence and on to post-colonial writing. The search for authenticity and answers to problems of narrative technique, oral and written traditions, audience, African feminism, politics and the role of the writer. Authors include Lomani Tshibamba, Sembene Ousmane, Nafissatou Diallo, Andrée Blouin,

Valentin-Yves Mudimbe, Ahmadou Kourouma, Henri Lopes, Calixthe Beyala, Aminata Sow Fall and Mariama Ba. Taught in French. (Oral Presentations.) Prerequisite, one 200-level course in French or consent of instructor. Open to senior concentrators. Maximum enrollment, 12.

550S Honors Project.
Independent study program consisting of the preparation and oral defense of a paper in French. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, the candidate must receive A- or better on both the required paper and the oral defense. The Department.

Geoarchaeology

Faculty
David G. Bailey, *Co-Director* (Geosciences)
George T. Jones, *Co-Director* (Anthropology)

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeological record, focusing on such issues as geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction and landscape evolution. Designed for students with shared interests in geology and archaeology, the concentration builds on the common histories and research domains of these fields.

A concentration in geoarchaeology consists of 10 units of credit taken from the existing curricula of the Anthropology and Geosciences departments. Required courses include: Archaeology 106 and Principles of Geoscience (Geolosciences 103 to 122); Archaeology 325; two courses from Archaeology 243, 245 or 249; Geosciences 211 or 222; two courses from Geosciences 220, 236 or 290; Geoarchaeology 360; and Geoarchaeology 500-501. Concentrators must fulfill their senior project requirement through satisfactory completion of 500-501. Honors will be awarded on the basis of excellence in coursework and a superior Senior Project.

Students are encouraged to take one or both field courses (Archaeology 280 and Geosciences 265). Students considering careers in geoarchaeology or related fields should take additional courses in biology, chemistry and other sciences.

[360S] Quaternary Geochronology.
Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology, 210Pb, radiocarbon, Uranium-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, Geosciences 211, 222 or consent of instructor. One-half credit.

500F-501S Senior Project.
A two-term course during which concentrators pursue an independent project and give a public presentation of their results. Proposals for projects must be accepted in the spring semester of the student's junior year. 501 may not be taken as a separate course. One course credit for 500 and one-half credit for 501. The Program.

Geosciences

Faculty
Todd W. Rayne, *Chair*
David G. Bailey
Cynthia R. Domack
Eugene W. Domack (F)
C. Robin Mattheus
Barbara J. Tewksbury (F)

A concentration in geosciences consists of 9.5 units of credit in geosciences and a two-course sequence in a supporting science, including one course in Principles of Geoscience (103 to 122), 209, 211 or 222, 220, 230, 290, 310, 510-511 and one other course in geosciences numbered 200 or higher. The sequence of two courses in one of the supporting sciences consists of Chemistry 120 and a second chemistry course numbered 190 or above, Physics 100 and 105 or 190 and 195, Math 113 and 114, Computer Science 110 and 111, or Biology 101 and 102. The supporting science requirement must be discussed with the departmental supporting science advisor at time of declaration of concentration and should be completed before the start of senior year. A Senior Project is required (510-511) for the concentration, and a complete description of the program is available from the chair. All concentrators, especially those planning a career in the earth and environmental sciences, should take additional courses in chemistry, mathematics, physics, computer science and biology according to the student's interests. Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project and completion of two additional courses in the supporting sciences as listed above.

A minor consists of a course in Principles of Geoscience and four units of credit in other courses at the 200 level or above that are approved by the department.

Students interested in careers in oceanography should consider concentrations in chemistry or mathematics with supporting courses in geology including 112, 210, 211, 220, 222, 241, 320 and 370 and Biology 213. Students interested in careers in meteorology should consider concentrations in physics or mathematics with supporting courses in geology including 112, 210, 222, 240 and 285 and Chemistry 265.

A small number of seats for juniors and seniors are reserved in some of our 100-level courses.

[103F] Principles of Geoscience: Geology and Human Events in North Africa and the Middle East.
An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills. (Quantitative and Symbolic Reasoning.) (Proseminar.) Three two-hour class sessions per week. Required field trip to the Adirondack region. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 15.

Fall 2009 01 (Tewksbury B)

[105F] Principles of Geoscience: Global Environmental Change and Wilderness.
An introduction to Earth systems with an emphasis on those processes of global change that are most easily detected over wilderness areas. Topics include recognition of the effects of global warming, ozone depletion and over-utilization of resources in areas such as Amazonia, Patagonia, Antarctica, Greenland, Australia, Alaska, Tibet and several oceanic islands. Also considers the role of wilderness in society. (Quantitative and Symbolic Reasoning.) Three hours of class and two hours of laboratory with required Saturday field trip. Not open to students who have taken any other course in Principles of Geoscience.

110F Principles of Geoscience: Geology and the Environment.
An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. (Quantitative and Symbolic Reasoning.) Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. Rayne.

112S Principles of Geoscience: Ocean Science.
An introduction to the physical, chemical and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources and marine pollution. (Quantitative and Symbolic Reasoning.) Three hours of class and two hours of laboratory. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. C Domack.

[116S] Principles of Geoscience: Introduction to Forensic & Medical Geology.
The history and development of the emerging disciplines of forensic and medical geology. Emphasis on understanding the properties of Earth materials (rocks, minerals, soils, fluids, etc.) and learning what happens when humans interact with these

materials. Students will examine real case studies in forensic geology and will learn some of the analytical techniques used in these investigations. Also examines public health issues related to human exposure to materials in the natural environment (e.g. asbestos, lead, radon). (Three hours of class and two hours of laboratory). (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24.

117F Principles of Geoscience: Sea Level and Environmental Change.
An investigation into the evolution of our oceans highlighting tectonic and climatic controls on global and local sea levels; topics include time frames of change, sea-level proxies and geologic dating methods. Not open to students who have taken any other course in Principles of Geoscience. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24. Mattheus.

120S Principles of Geoscience: Geohazards: Our Violent Earth.
This course explores the range of physical processes responsible for generating environmental hazards (earthquakes, volcanoes, severe weather, etc.), investigating controls on their occurrence and the degree to which human-landscape interactions influence their environmental impact. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. Mattheus. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24. C Robin Mattheus.

[122] Principles of Geoscience: Geology in the Field.
A field-intensive introduction to scientific inquiry with an emphasis on the relevance and importance of geology to society. Students will examine relationships between the geologic and physiographic features of Central New York and patterns of historical settlement and development. Not open to juniors or seniors. Maximum enrollment, 22.

[200S] Field Study in Antarctica.
A marine geologic survey along the Antarctic Peninsula that involves a research-oriented learning environment with oceanographic and bottom sediment sampling. Prerequisite, consent of instructor. One-half credit. Limited to those participating in NSF-funded research expedition to Antarctica.

[201S] Seminar on Iceland.
An interdisciplinary study of Iceland focusing on geologic features, history and literature of Iceland, and connections between human events and the natural environment of Iceland. One-and-one-half hours per week. One-half credit. Prerequisite, Principles of Geoscience. Only open to students also taking 202. Maximum enrollment, 20.

[202S] Iceland Field Study.
A field study of the volcanic, glacial and tectonic features of Iceland with emphasis on the interaction of volcanic, glacial and tectonic processes. Three-week intensive field study in Iceland. Prerequisite, Principles of Geology. Concurrent registration in 201 required. Extra cost. One-half credit. Maximum enrollment, 20.

209S Hydrogeology.
The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Rayne.

[210S] Glacial Geology.
A survey of the distribution and dynamics of the Earth's cryosphere, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout Earth's history. Three hours of class and two hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

211F Sedimentary Geology.
A study of the genesis and diagenesis of clastic, carbonate, evaporite and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy and paleoclimatic/ tectonic significance of depositional sequences. Three hours of class and three hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Mattheus.

218F Industrial Ecology.
The science of sustainability. Using a variety of tools students will assess the total environmental impact associated with the manufacturing, use and disposal of a variety of common consumer goods. Key concepts to be introduced include life-cycle analysis, eco-design, product stewardship, product dematerialization, industrial metabolism and industrial symbiosis. Popular strategies for reducing the environmental burden of industrial activities will also be examined. (Proseminar.) Prerequisite, any 100-level course in science, government or economics. May not be counted toward the concentration or the minor in biology. (Same as Biology 218.) Maximum enrollment, 24. McCormick.

220F Mineralogy.
An introduction to crystallography, crystal chemistry and optical mineralogy. Identification of minerals by physical, optical and X-ray diffraction techniques. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. D Bailey.

Fall 2007 01 (Bailey D,Bailey D)

[221S] Global Warming: Is The Day After Tomorrow Sooner than We Think?.

Investigates the historical/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. Prerequisite, One semester of science. Not open to students who have taken Sophomore Seminar 221. May count toward a concentration in environmental studies. Enrollment limit applies to each section. (Same as College Courses and Seminars 221 and Environmental Studies 221.) Maximum enrollment, 12.

[222F] Earth's Climate: Past and Future.
Introduction to the science of paleoclimatology through the examination of climate dynamics and the stratigraphy of past climate changes across various time scales. Use of geochemical, biological and physical proxies for changes in the Earth's ice, ocean, atmospheric and lithospheric systems. One required weekend field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 22.

[225S] Planetary Geology.
The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the Earth. Emphasizes work with planetary images and planetary GIS. Three hours of class and one hour of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 22.

230S Structural Geology.
A study of the origin, development and study of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory and GIS techniques used in mapping and studying deformed rocks. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 22. Tewksbury.

Spring 2006 01 (Tewksbury B)

236F Soils and the Environment.
A study of the formation, classification, utilization and environmental significance of soils. Frequent local field trips. Three hours of class and two hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Rayne.

240F Meteorology.
A study of the atmospheric environment. Topics include the Earth’s atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms and climate. Three hours of class and three hours of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

[241S] Plate Tectonics.
Study of modern plate interactions, tectonic evolution of the Earth’s crust, deep earth structure and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Four hours of class. Maximum enrollment, 20.

[243S] Rivers: Connecting Landscapes.
Rivers are the primary link between continents, the coast, and the deep sea. This course looks at how climate, sea level, and humans influence river morphology, sediment transport, and deposition. Three hours of class and two hours of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience.

[260S] Geomicrobiology.
Interaction of microbes and minerals from early in Earth's history to the present day. Emphasis on the diverse habitats of bacteria and archaea, mineral biogenesis and dissolution, and the roles that microorganisms play in geochemical cycles. Special topics will include geochemical influences on microbial evolution and community structure, life in extreme environments and the role of geomicrobiology in restoration of contaminated environments. Three hours of class and two hours of laboratory/discussion. Required weekend field trip. Prerequisite, Biology 102 or 115, or Principles of Geoscience or consent of instructor. (Same as Biology 260.)

Spring 2007 01 (McCormick M)

262S Geomicrobiology of Antarctica.
The habitats of bacteria and archaea in Antarctica and the roles that these microorganisms play in geochemical cycles. Particular emphasis on the adaptations of microbes to the extreme environmental conditions of Antarctica. Special topics will include geochemical influences on microbial evolution and community structure, biogeography of microbes and life in extreme environments Prerequisite, Either an introductory course in Biology (101, 102 or 115) or Principles of Geoscience. One semester of chemistry is desirable but not required. 0.5 credit (Same as Biology 262.) McCormick.

[275] Origins of Natural Systems.
An overview of the origin of the universe, solar system, Earth and Earth systems. Particular emphasis on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Principles of Geosciences. Maximum enrollment, 20.

[285S] Antarctica and Global Change.
Review of the geology, meteorology, oceanography, marine biology and glaciology of the Antarctic and Southern Ocean and their

influence on global environmental processes and change. Emphasis on remote sensing technology. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. One course credit.

Spring 2010 01 (Domack E)

290F Paleontology.
A study of the origin of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. (Same as Biology 290.) Maximum enrollment, 24. C Domack.

[295S] Geology of Tasmania.
A two-week field excursion to the island state of Australia with a focus on the geology, botany and natural history of the region. Field work will emphasize geology of the southern continents, economic resources and wilderness conservation. Extra cost. One half-credit. Prerequisite, Principles of Geoscience. Offered as part of Hamilton's participation in the International Antarctic Institute. Registration by permission of instructor only. Maximum enrollment, 15.

[309F] Advanced Hydrogeology and the Environment.
Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow and studies of landfills, hazardous waste sites and other environmental problems. Three hours of class and two hour lab/discussion with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, 209. Maximum enrollment, 24.

310S Igneous and Metamorphic Petrology.
A study of the mineralogy, chemistry, origin and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, 220. Maximum enrollment, 24. D Bailey.

[320F] Micropaleontology.
Advanced study of microscopic fossils including radiolaria, diatoms, foraminifera, ostracodes, calcareous nannoplankton, silicoflagellates, dinoflagellates, spores and pollen. Emphasis on morphology, preservation and paleoenvironmental applications. Three hours of class and two hours of laboratory. Prerequisite, 290.

344 Environmental Remote Sensing.
Course allows students to examine the remote measurement of the earth's surface, cryosphere, and ocean processes via case studies of key environmental monitoring and observation platforms. Students will gain practical skills and theoretical knowledge of : GRACE, RADARSAT, SEAWIFS, continuous Ground Positioning Stations (cGPS), and Automated Weather Stations (AWS), as well as Remotely Operated Vehicles (ROV), Autonomous Underwater Vehicles (AUV), multibeam, and other platforms. (Quantitative and Symbolic Reasoning.) Prerequisite, Two courses in Geosciences at the 200 level or above. next offered Spring 2011 Maximum enrollment, 24. Eugene Domack.

352F Scanning Electron Microscopy and X-Ray Microanalysis.
Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Prerequisite, Two laboratory courses in science. (Same as Biology 352). Open to juniors and seniors with consent of instructor. Bart.

[360S] Quaternary Geochronology.
Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology 210 Pb, radiocarbon, Uranium-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, 211, 222 or consent of instructor. One-half credit.

[370F] Coastal Geology and Environmental Oceanography.
Advanced study of coastal marine processes with an emphasis on environmental issues and case studies. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, two 200-level courses in geosciences. Four hours of class. Maximum enrollment, 20.

[375S] Origins of Natural Systems.
An overview of the origin and evolution of the universe, solar system, Earth and Earth systems. Particular emphasis will be placed on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, four hours of class, two 200-level courses in geosciences or consent of instructor. Maximum enrollment, 20.

380S GIS for Geoscientists.
Introduction to basic concepts in computer-based GIS emphasizing hands-on practice in portraying and analyzing spatially referenced data sets to produce a variety of types of digital products and to solve geologic problems. Practice using data from multiple sources, including data downloaded from online sources, field-collected data and published map data. Emphasis on mastery of basic skills and techniques using ESRI ArcGIS software. (Quantitative and Symbolic Reasoning.) Prerequisite, any course in geoscience that addresses GIS or permission of the instructor. During junior and senior class pre-registration, open only

to geoscience concentrators. Maximum enrollment, 13. Tewksbury.

510-511F,S Senior Project.
A two-term course during which concentrators pursue an independent project and present the results to the department. Proposals must be accepted in the spring semester of the student's junior year. 511 may not be taken as a separate course. One course credit for 510 and one-half credit for 511. The Department.

German Studies

Faculty
Edith Toegel, *Chair*
Joseph T. Malloy
Peggy Piesche

German studies is an interdisciplinary concentration focusing on the language, literature, culture, historical development and politics of German-speaking countries. The concentration in German studies consists of nine courses that must include 310 (or equivalent from study abroad), 500 (Senior Project) and seven courses from the list of approved courses. No more than two courses from departments outside of German and no more than two additional literature courses (in German or in translation) may be counted. The Senior Project must incorporate German language sources and may be written in English or German. To attain honors students must have an average of A- or better in all coursework for the concentration, including the Senior Project. The German program also offers beginning German language (110, 120), but only courses numbered 130 or above count toward the concentration. Semester- or year-long study abroad in a German-speaking country is strongly encouraged.

A German studies minor consists of five courses. Fifth-semester language proficiency (200) and one course in translation are required.

The following courses may be counted toward the concentration. With consultation of the department advisor, other courses might be considered.

German language and literature courses: 130, 140, 200, 310, 320

German literature courses in translation: 175, 176, 180, 185, 186, 187

Other core courses (course specific prerequisites must be observed):
GOV 214 Politics in Western Europe
GOV 291 International Political Economy
GOV 355 The European Union in World Affairs
HIST 117 Europe since 1815
HIST 128 Europe in the Age of Two World Wars
HIST 212 Modern Germany: 1789 to the Present
HIST 218 Twentieth-Century Europe: The Age of Two World Wars
HIST 314 Nazi Germany
MUS 252 Music in Europe 1600 to 1900
PHIL 431 Seminar in the History of Philosophy: Kant's Critical System
PHIL 463 Seminar in Metaphysics: Nietzsche

110F First-Term German.
Introduction to the German language. Exercises in aural comprehension, speaking, reading and writing reinforced by short cultural and literary texts. No previous knowedge of German required. Four hours of class, with additional drill sessions and laboratory work. Piesche.

120S Second-Term German.
Continued development of German grammar and its use in aural comprehension, speaking, reading and writing. Readings in literature and culture supplemented with video recordings. Three hours of class, with additional sessions and laboratory work. Piesche.

130F Third-Term German.
Review of grammar, syntax and conversational techniques through work in aural comprehension, speaking, reading and writing. Literary texts supplemented with realia (such as news stories German songs, videos). Three hours of class. Toegel.

135S Diaspora Revisited: Tracing the African Diaspora in Germany.
Though people of African descent have lived in Germany for more than a century, their existence has largely been overlooked. Yet their history has much to tell us about the construction of race and racial politics in German identity as well as the vagaries of the African Diaspora in Europe. Goals are to assess various meanings and narrations of blackness and black Diaspora, particularly as they interact with other aspects of identity such as class, gender and sexuality. Taught in English. (Same as Africana Studies 135.) Piesche.

140S Introduction to German Literature and Culture.
Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt and Brecht, and song texts by contemporary Liedermacher. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Taught in German. Toegel.

[175F] German Culture of the Eighteenth-Twentieth Centuries.
Combines literary representation of important periods of German culture with cinematic representation of that period. Covers the late 18th century with its intellectual problem of Faust and the rise of Prussia politically (*Minna von Barnhelm*), 19th-century Romanticism and its dissolution of the self in art (*The Golden Pot*), turn-of-the-20th-century malaise (*Young Torless*) to mid-20th century political and social issues (*White Rose, Divided Heaven*) and divided loyalties (*Le Coup de Grace*). (Writing-intensive.) Taught in English. Maximum enrollment, 20.

[176S] Death or Dishonor.
Major German plays of the late 18th and early 19th centuries in English translation. Plays include G. E. Lessing's *Minna von Barnhelm* and *Emilia Galotti*, Goethe's *Egmont* and *Iphigenia at Tauris*, Schiller's *Intrigue and Love* and *Maria Stuart*, and Kleist's *Prince Friedrich von Homburg* and *Penthesilea*. Schiller's theory of the drama in the Aesthetics and Naïve and Sentimental poetry. Taught in English.

[180S] Unreal Stories.
A survey of German ballads, singspiele and narrative texts including representative works from the medieval age, the 18th and 19th centuries, and the modern age. Texts include "The Song of the Nibelungen" (considered both as a prose work and in its Wagnerian incarnation), fairy tales of the Brothers Grimm, Schubert's settings of Goethe's ballads and Kafka's "Metamorphosis." Works read not only as literary documents but as indices of the cultural, sociological and political development of German-speaking lands. (Writing-intensive.) Taught in English. Maximum enrollment, 20.

185S The Faust Legend.
Study of the Faust legend and how it has been adapted over the centuries. Topics include the origins of Faust in the 15th century in its factual (Paracelsus and Johann Faust) and spiritual (alchemy and astronomy) dimensions; the Faustbook of 1587; Marlowe's adaptation of the Faust story (*The Tragical History of Dr. Faustus*); Goethe's Faust (*The First Part of the Tragedy*); operas by Gounod (*Faust*) and Boïto (*Mefistofele*); the film *Mephisto* by H. Mann/Szabò; and T. Mann's *Doctor Faustus*. (Writing-intensive.) Taught in English. Maximum enrollment, 20. Malloy.

186S The German Romantic Age.
On the heels of the German neo-classical age, Romantic authors sought freedom from constraints imposed by mere rational thought. Experimenting with form and content, they pushed the boundaries of the acceptable to the breaking point. Readings of their works, in English, include short stories by Tieck, Brentano, E.T.A. Hoffman, Goethe, de la Motte-Fouque; novels by Novalis, Eichendorff and Bettina von Arnim; and the theory of the romantic age as developed by A. W. Schlegel and others. Taught in English. The Department.

187S Goethe and Beyond.
Study of the Age of Goethe in the 18th and 19th centuries and how neo-classical thought has influenced thinking since then. Works include Goethe's novels *Werther* and *Wilhelm Meister*, plays by Goethe (*Berlichingen, Egmont* and *Torquato Tasso*), Schiller's political tragedies (*Mary Stuart, Don Carlos*, the *Wallenstein* trilogy) and will include discussion of later adaptations of these works as operas by Donizetti and Verdi. Taught in English. Malloy.

200F Topics in Advanced Reading and Writing.
Close reading of shorter texts, advanced grammar review and extensive writing exercises. Texts focus on contemporary Germany. Designed for students who have had two years of German or equivalent. Taught in German. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Toegel.

250F Goethe and T Mann.
Investigates the link between the writings of Johann Wolfgang Goethe (1749-1832) and Thomas Mann (1875-1955), two major German authors. Mann considered himself the in-heritor of Goethe's perspective and strove to emulate his understanding of Goethe. Reading major works of Goethe, such as Götz von Berlichingen, Wilhelm Meister's "Apprenticeship," and Wilhelm Meister's "Journeyman Years," we shall compare them to Thomas Mann's (1875-1955) works, in particular "The Magic Mountain," "Doktor Faustus" and numerous shorter works, for their aesthetic, political and social influences on Ger-many. (Writing-intensive.) Prerequisite, any 100-level literature course. Taught in English. Maximum enrollment, 20. Malloy.

310S From Goethe to Grass: Survey of German Literature.
Study of major writers and literary movements from the 18th century to today, including authors from Germany, Austria and the former GDR. Works will include poetry, drama and short prose. Designed as preparation for upper-level literature seminars. Taught in German. (Writing-intensive.) Prerequisite, 200 or consent of instructor. Required course for German concentrators. Maximum enrollment, 20. Piesche.

[320] Topics in German Literature.
Topic for 2010: Berlin and Vienna. Much alike and yet so different, the course focused on the rich cultural heritage of the two major German speaking centers, Berlin and Vienna. Representative works of major Austrian and German writers from the 19th to the 21st centuries examined the social and cultural developments and traced the socio-historic context in which these works are situated. Taught in German. Prerequisite, 200, 310 or consent of instructor.

[410] The German Romantic Age.
Study of the origins and artistic expression of the Romantic movement in Germany from the late 18th century to its peak in the early 19th century. Focus on experimentation with social and poetic conventions, attempts to integrate the arts, the artist as prophet

and the notion of the journey as a means of self-discovery. Comparison of folk tales (Grimm) with artistic fairy tales as the seeds of surrealism.

[420] From Empire to Republic: Twentieth-Century German Literature.
Study and analysis of works spanning the era from 1871 to the beginning of the Second World War. Selections focus on literary and cultural changes including the Jahrhundertwende and the Weimar Republic. Authors include Fontane, Hauptmann, Trakl, Hofmannsthal, George, Schnitzler and Mann. Taught in German. Prerequisite, 310 or consent of instructor.

440F Modern Literature of the German-Speaking Countries.
Study of post-1945 literature with focus on Austria, the emergence of two contrasting Germanies, and the Neuanschluss leading to unification. Texts by Bachmann, Bernhard, Böll, Grass, Seghers, Wolf and others. Taught in German. Prerequisite, 310 or consent of instructor. Piesche.

500S Senior Project.
A senior thesis required of all concentrators in the department. Open to concentrators only. Toegel.

Government

Faculty
Robert W.T. Martin, *Chair*
Frank M. Anechiarico
Prudence Bushnell
Alan W. Cafruny
Peter F. Cannavó
Dingding Chen
Theodore J. Eismeier (DC-S)
Philip A. Klinkner
Charlotte P. Lee
Timothy Lehmann (F)
Andrew E. Milstein
Stephen W. Orvis
David C. Paris (F,S)
David W. Rivera
Sharon W. Rivera (F)
Edward S. Walker, Jr. (DC-F)
P. Gary Wyckoff

Special Appointment
John D. Dehn

The department offers concentrations in government, world politics and public policy as follows:

GOVERNMENT
A concentration in government consists of 10 courses: 116, 117 and either 112 or 114, with at least one of these being writing-intensive, and seven additional courses at the 200 level or above. Of these seven courses, at least two must be in international relations or comparative politics, at least two must be in American politics or political theory, at least two must be at the 300 level, and one must be the Senior Project (550). A minor in government consists of five courses, with at least two of these at the 200 level or above.

Honors in government or world politics requires a GPA of 3.6 (91) in the major by the end of the sixth semester, maintaining that average at graduation, and the successful completion of 549 and 551.

WORLD POLITICS
The world politics major involves the study of politics on a global scale, including both international relations and politics within nations. In order to understand the complex interplay of international and national politics, all world politics majors study the philosophical and moral bases of various political systems; the history of the modern international system; the political economy of global power and wealth; and the key issues for U.S. foreign policy. To achieve this understanding, all world politics majors are required to take a total of 11 courses, including the following core courses: 112, 114, 117 (one of which must be writing-intensive); 290 and 291; and 550. Students complete the major by focusing either on a particular region of the world (Africa, Asia, Latin America, Middle East, Russia and Eastern Europe, Western Europe) or a thematic topic (poverty and inequality in world politics, democratization, international law and organization, international security, politics of the global economy, nationalism and identity in global politics). In consultation with their advisor, students will select five related courses in their area or theme from a variety of departments. One of these must be at the 300 level in government. For students focusing on a region of the world, one of the five courses must be in an appropriate language at the fourth-semester level or above. Students may also design their own thematic track with the advice and consent of their advisor. The advisor will approve each student's course list after the major is declared.

PUBLIC POLICY
See the public policy section in this catalogue.

The Term in Washington Program, offered each semester, combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in government, and up to two may be counted toward a concentration in world politics or public policy. It is useful to have some background in the operations of the American federal government, so Government 116 (American Political Process) or its equivalent is strongly advised, but the program has no fixed prerequisite and is open to students majoring in any concentration offered by the College. It is also open to selected students from other colleges.

230F Data Analysis.

How can we tell whether providing child care will encourage more welfare recipients to work? How do we know whether tougher drunk-driving laws will reduce accidents? This course explains how social scientists try to determine the truth about public issues. Topics covered include descriptive statistics, sampling distributions, hypothesis testing and regression, with a focus on how those tools are used in public policy debates. Mathematical formulae are kept to a minimum, and the intuition behind statistical procedures is emphasized. (Quantitative and Symbolic Reasoning.) Not open to students who have taken Economics 265. Students must also register for Public Policy 251 in the same semester. Wyckoff.

[257] Using Survey Research.
A practical course in methods of public opinion polling and other uses of sample surveys. Basics of questionnaire construction, sampling and analysis of survey results. Critical examination of the technical limitations and political implications of national dependence on opinion polling. Useful for students who expect to use surveys in connection with senior thesis research or careers in politics, marketing, journalism, education, etc. Prerequisite, two social science courses or consent of instructor. No previous courses in statistics or social science methods necessary. (Same as Sociology 257.) Maximum enrollment, 15.

549F Honors Seminar.
Seminar in which honors candidates in world politics, government and public policy will begin their senior honors thesis. Includes common reading on key issues in political science and research methodology. Prerequisite, GPA of 91 in the major (88 for public policy) and consent of the department. Anechiarico and Orvis.

550S Senior Project.
A senior project required for concentrators in the department who are not pursuing honors. Prerequisite, one 300-level course in government. Open to concentrators only. S Rivera, Lehmann, Cafruny, Martin and Klinkner.

551S Senior Honors Thesis.
Requires a 90 GPA in government courses by the end of a student's seventh semester and consent of the 549 advisor. The Department.

American Politics

116F,S The American Political Process.
Introduction to the study of American national institutions, the public policy-making process and, in general, the distribution of political power in American society. Open to juniors and seniors with consent of instructor only. Proseminar and writing-intensive in the fall. Eismeier (Fall); Klinkner (Spring).

Spring 2006 03 (Mariani M)

[201] Campaign Internship, Participation, Observation.
Provides an opportunity for students to receive course credit for an internship with local election campaigns. In addition to their campaign work, students will also participate in weekly meetings with professors, keep a daily journal of their campaign work, write a 20-page paper analyzing the election and their campaign work, and participate in a public presentation at the end of the semester.

[205] Political Psychology.
Political psychology is the intersection of motivation and politics, how we explain collective behavior. Concentrates on the origins of collective violence, addressing the psychology of belief, ideology and organizations in human aggression and war. Because political psychology deals with nuanced and often visceral concepts such as values, culture and hatred, the course includes a weekly film series in addition to texts. The first session each week will revolve around assigned readings; the second session will synthesize these ideas with a film shown the previous night. Prerequisite, 112 or 116.

[208] Political Parties and Elections.
Analyzes the development of, and current theories regarding, political parties and elections in American politics. Topics include theories of party realignment, voting behavior, party composition and behavior, and the relationship between parties and elections and democracy. Covers both presidential and congressional elections. Prerequisite, 116 or consent of instructor.

209F Political Oratory.
Examines examples of American political rhetoric from historical, political and rhetorical standpoints. In addition, students will learn how to write and give their own political speeches. (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 12. Klinkner.

210F Interest Groups.
Analysis of the role of interest groups in American democratic theory and practice, including the history and regulation of interest groups, organizational creation, maintenance and change. Techniques of influence and issues of reform, including lobbying and campaign finance. Prerequisite, 116. Milstein.

219F Congress and the Presidency.
Examination of sources of cooperation and conflict between the legislative and executive branches of government, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and congressional decision-making in foreign and domestic policy. Prerequisite, 116. Not open to student who have taken 328.

Milstein.

[227] State and Local Politics.
Analysis of politics in American states and localities, including elections, party systems, political institutions and policymaking. Perspectives on federalism. Prerequisite, 116.

241F,S Survey of Constitutional Law.
Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process and questions of individual rights. Prerequisite, 116 or a course in American history. Anechiarico.

251F,S Introduction to Public Policy.
Survey of current policies and issues in areas such as economic development, education, the environment, health care and welfare. Perspectives on policy analysis from economics, philosophy and political science. Examination of methods and principles for evaluating policies. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 101. Open to seniors with consent of instructor. Not intended for public policy majors. (Same as Public Policy 251.) Wyckoff.

[258] Poverty, Law and the Welfare State.
An examination of the laws regulating and protecting the unemployed, disabled, aged and children in families unable to support them. Welfare policy as expressed in civil and criminal law, including colonial settlement laws, 19th-century reforms, the New Deal Social Security Act and New York's Article XVII in the 1930s, the War on Poverty of the 1960s and the restructuring of the welfare system in the 1990s. Readings from court opinions, historical accounts and other materials. (Writing-intensive.) Prerequisite, one course in sociology or government. (Same as Sociology 258.) Maximum enrollment, 20.

[280] The Politics of Gender.
The impact of gender on politics in the United States and the value of studying politics from a gender perspective. Topics include political socialization, communication, media coverage, public opinion and voting behavior; women's movements for rights and mobilization around issues like the environment; women as public leaders; gender and electoral politics; symbolic gender politics and issues such as education and welfare reform. (Writing-intensive.) Prerequisite, 116, 117 or consent of instructor. (Same as Women's Studies 280.) Maximum enrollment, 20.

285S Introduction to Environmental Politics.
An overview of environmental politics, domestic and global. Topics include the environmental movement and its history and values, anti-environmentalism, environmental policy analysis, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, globalization, race and environmental justice, and the implications of environmental politics for liberal democracy. Students will explore these topics directly and through selected policy issues, including forest politics, sprawl and climate change. Cannavo.

Fall 2007 01 (Cannavo P)

[306] American Political Development.
Analyzes contemporary American politics by examining the development of political ideologies, institutions and policies throughout American history. Topics include the role of religion in American politics, the transformation of party ideologies, the dynamics of presidential power, the evolution of American foreign policy, among others (Writing-intensive.) Prerequisite, one 200-level course in American politics or permission of instructor. Not open to students who have taken 220. Maximum enrollment, 20.

307F Seminar in War Powers - Law, Policy and Practice.
Examination of legal and policy issues surrounding the nation's use of armed force, including the constitutional distribution of war powers; the national security structure and the roles of various civilian and military decision makers; the import and relationship of relevant national and international laws, including their effect on policy decisions and implementation. Wide range of case studies include: the "War on Terrorism" with focus on drone attacks, preventive detention, interrogation and military commissions; the Kosovo intervention; and the Iran-Contra scandal. Open to senior concentrators or with permission of the instructor. Maximum enrollment, 12. Dehn.

[313] The Politics of the Supreme Court.
Examines the nature and influence of the Supreme Court in American politics. The discussion focuses on how justices actually make decisions compared to how we believe they ought to be made, as well as the debates about the real-world influence of the Court. Students will examine competing views of constitutional interpretation, judicial decision-making and the role of the judiciary in democratic politics by studying several of the landmark decisions of the contemporary court. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20.

314S The Politics of Public Policy.
Analysis of the values and choices central in the democratic policy-making process with a focus on political institutions, with an emphasis on presidential leadership and how complex systems of governance actually function. Also looks at ethical and global implications of policy making to trace some of the principle tensions in democratic public policy making. Utilizes several case studies that exam the political implications of policy decisions. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Public Policy 314.) Maximum enrollment, 20. Milstein.

[315] The Military in the American Political System.
Civil-military relations and the politics of supporting a standing armed force in the United States. Internal organization and governance of the military and its members including consideration of the Uniform Code of Military Justice and the Law of Armed Conflict. Justification and regulation of the role of the military in the economy from Pres. Eisenhower's warning to the present. (Writing-intensive.) Prerequisite, 116 or 241, or History 254. Maximum enrollment, 20.

316F Topics: Science and Environmental Policy Making-How Public Agencies Cope.
The confluence of science and politics produces its own misunderstandings, and the boundaries between the two can be highly contested. Considers the philosophical origins of our current understandings of "science and values" and moves to current cases. One focus will be the foundations of "sustainability." Working through the real-world examples, students will navigate the public dialogue and learn details of federal policy making. Prerequisite, consent of instructor. Maximum enrollment, 12. Calvert.

321F,S Term in Washington: Congressional and Executive Internships.
Two consecutive six-week internships: first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. Does not count toward the concentration. Offered credit/no credit only. Walker (Fall); Eismeier (Spring).

323F,S Term in Washington: Intern Participant-Observation.
Participants in the program are asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Walker (Fall); Eismeier (Spring).

325F,S Term in Washington: Seminar.
An academic seminar focusing on the public policy process and national issues. Walker (Fall); Eismeier (Spring).

327F,S Term in Washington: Independent Research.
Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Walker (Fall); Eismeier (Spring).

[328] Topics: The American Presidency.
Examines the nature and influence of the executive branch in American politics, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and decision-making in foreign and domestic policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20.

333S Topics in Survey Research.
This course will introduce students to basics of survey research, with a particular focus on measuring racial, ethnic, and religious attitudes. The class will design, analyze, and report on the findings of a national survey of young people. (Oral Presentations.) Prerequisite, GOVT 208 or GOVT 340 or permission of instructor. Maximum enrollment, 12. Klinkner.

335F Seminar: Criminal Law.
Review of major case law related to search and seizure, fair trial rights, self-incrimination and sanctions including the death penalty. Parallel reading in criminology and political analysis of criminal justice issues. Consideration of representative institutions in the system: juvenile courts, the jury system, the police and others. (Writing-intensive.) Prerequisite, 241. Maximum enrollment, 12. Anechiarico.

338S American Public Administration.
Analysis of the history, structure and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include budgeting, corruption and ethics regulation, public contracting and the organization of public works and public personnel policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20. Anechiarico.

340F Race and American Democracy.
Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Africana Studies 340.) Maximum enrollment, 20. Klinkner.

[375] Politics and Ideology in Public Education.
Examination of reform efforts in public education. Discussion of purpose(s) of public education in a liberal democratic society and political conflicts over education. Topics include testing, race and class achievement gaps, choice and charters, governance. (Writing-intensive.) Prerequisite, one 200-level course in American politics or political theory. Maximum enrollment, 20.

382S Topics in Public Policy.
The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Public Policy 382.) Maximum enrollment, 20. Wyckoff.

[389] Digital Politics.

Analysis of the effects of information technology on American politics and policy. The implications of the internet and new media for campaigning, policy making and citizenship. Prospects of e-government. Issues of policy, including privacy, intellectual property and regulation. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or American politics. Maximum enrollment, 20.

Comparative Politics

112F,S Comparative Politics.
Introduction to the study of non-American national political systems, emphasizing authority, legitimacy and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. Open to juniors and seniors with consent of instructor. (Proseminar and writing-intensive in the Spring.) Orvis (Fall); S Rivera (Spring).

Spring 2006 01 (Rivera S)
Spring 2009 01 (Rivera S)
Spring 2009 02 (Rivera S)

211F Politics in China.
Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization and China's increasing integration into the world economy. Prerequisite, 112 or 114. Lee.

213F Politics in Russia.
Examination from historical and comparative perspectives of the politics after the collapse of communism in the former Soviet Union. Focuses on the Soviet legacy, the reforms of the Gorbachev and Yeltsin eras, the disintegration of the Union and the rise of Putin. Topics include the rise of nationalism and ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and the prospects for democracy after Putin. Prerequisite, 112, 114, Russian Studies 100 or consent of the instructor. (Same as Russian Studies 213.) D Rivera.

[214] Politics in Western Europe.
Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture and the interplay of politics and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114.

[216] Politics in Latin America.
Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights and political problems of economic development. Prerequisite, 112.

218S Politics of Africa.
Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Same as Africana Studies 218.) Orvis.

Fall 2005 01 (Orvis S)

[239] Gender and Politics in Latin America.
How does gender influence the incorporation of citizens into the processes of political and economic development in Latin America? What implications does women's activism hold for women and for politics? Specific topics include suffrage and the definition of citizenship, women's status under various types of political and economic regimes, elite and working class women's organizations and the meaning of feminism in Latin America. (Writing-intensive.) Prerequisite, 112 or one course in women's studies. (Same as Women's Studies 239.) Maximum enrollment, 20.

[244] Nationalism and the Politics of Identity.
The evolution of nationalist, ethnic and religious conflicts in the post-Cold War world. The causes, implications and potential resolutions of such conflicts. The origins, history and power of nationalism. Cases include Burundi, South Africa, Rwanda, Yugoslavia, the former Soviet Union and the United States. Prerequisite, 112 or 114.

[302] Fragile States.
What makes governments and political institutions weak or strong, stable or unstable? Examines the causes and consequences of state collapse; the possibility of re-building states; the role of the military; the causes, consequences and possible remedies of corruption using case studies from different regions of the world. (Writing-intensive.) (Oral Presentations.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20.

[311] Transitions to Democracy.
Investigation of democracy in theory and practice through an analysis of transitions to democracy in authoritarian regimes and problems with democratic consolidation. Cases include Spain, Ukraine, Iraq and South Africa. Topics include the role of elites in

transition, the resurgence of civil society, the role of ethnicity and nationalism, and military intervention. (Writing-intensive.) Prerequisite, one of 211, 213, 216, 218 or 302. Maximum enrollment, 20.

Fall 2007 01 (Rivera S)

329F Authoritarian Politics.
Consideration of the origins and underpinnings of authoritarian rule. Examines variation in the formal and informal institutions of authoritarian systems as well as the conditions under which transition may take place. Emphasis on critical reading of a growing theoretical and empirical literature in order to gain an understanding the particular problems posed within and by authoritarian regimes. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20. Lee.

[348] People Power: Popular Movements in Comparative Perspective.
The role of popular movements in democratic transitions, the consolidation of new democracies and the practice of established ones. Examination of the relationship between popular movements and “civil society.” Cases from the United States, Latin America, Africa and Eastern Europe. Consideration of the origins, role, organization, success and failure of popular social movements. Students write a research paper applying movement theory to a case. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or American politics. Maximum enrollment, 20.

[363] Poverty and Development.
Examines debates over poverty and development issues in the "Global South." Includes discussion of the ethics of development, the debate over aid to Africa, UN Millenium Development Goals, microfinance, the "Asian miracle" and rapid rise of China, environmental problems and the effects of globalization. (Writing-intensive.) Prerequisite, 203, 211, 216, 218, 291, 302 or consent of instructor. Maximum enrollment, 20.

[373] Democracy and Diversity.
Consideration of liberal democracies and internal conflict between "universal human rights" and "cultural diversity." Topics include equality and diversity in the "public realm." Questions are addressed theoretically and empirically, examining, for instance, affirmative action comparatively; the public role of Islam in France, Britain, Germany and Iraq; female genital mutilation in the Sudan, Kenya and the United States; and gay rights in the U.S. and Europe. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or American politics, or Africana Studies 101, Women's Studies 101 or College 130. Maximum enrollment, 20.

[391] Democracy, Religion and International Cooperation.
Consideration of the practical nature of democracy, its compatibility with fundamentalist religious trends and its applicability to various cultures. Investigation of the responsibilities and rights of democratic governments, the assumption of rules affecting international behavior and possible responses to governments and movements that do not follow the rules. Examination of the ethics and impact of communications technology and global information-sharing on economic behavior, democratic movements, the spread of religion and ideology, and terrorist organizations. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20.

International Relations

114F,S International Relations.
Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics. (Proseminar and writing-intensive in the Spring.) Open to juniors and seniors with consent of instructor only. Cafruny (Fall); Lee (Spring).

[203] Global Challenges.
Examination of issues with global impact that will dominate the attention of policymakers over the next decade — issues such as information, energy, proliferation, culture, education, distribution of wealth, health and environment. Consideration of ideology, including democracy and religion, and the potential for a "clash of civilizations." Identification of the roots of terrorism and anti-social national behavior. Examine the consequences of delay, deadlock or inattention to global problems. Prerequisite, 114 or 116 or consent of instructor.

[206] US Foreign Policy Toward Latin America.
Examines U.S. foreign policy toward Latin America from the Monroe Doctrine to the present. Tracks the development of the inter-American system in a context of U.S. hegemony to show how asymmetric power relations have influenced resolution of key problems. Will review gunboat diplomacy, the Good Neighbor policy, and the Alliance for Progress, the Cuban Missile Crisis, Panama Canal Treaties and U.S. military occupation. Will consider how the United States and Latin America see current policy problems differently. Prerequisite, 114.

[222] International Organization.
Examination of the emergence and evolution of international organizations and the distinct methods and debates political science engages in to examine this aspect of global politics; emphasis on the United Nations' central efforts to establish collective security; investigation of debates over the utility and efficacy of international institutions in a globalizing world. Prerequisite, 112 or 114.

[224] International Law.
Investigation of the history, theory and contemporary practice of international law. Topics include basic principles of international law; theoretical and normative debates; evolution of international legal systems and contemporary peacekeeping and humanitarian operations; the Just War; law of self-determination; intervention in civil wars, domestic anarchy or genocide; international economic organizations; women and international law; and international war crimes tribunals. Prerequisite, 112 or 114.

[245] International Decision-Making.
Identification of the development of international governmental and non-governmental institutions and their effectiveness. Consideration of non-military tools to carry out international will. Examine unilateral national capacity to deal with international problems and the best means to provide the U.S. with tools to manage global issues and support its interests. Review of external and domestic pressures that drive decisions. Consideration of the limits of international institutions to resolve problems peacefully and to identify reforms that enhance the ability to deal with global issues. Prerequisite, 203 or consent of instructor.

290S US Foreign Policy.
The major problems of American foreign policy since the republic's founding and the varying approaches U.S. leaders have adopted to cope with American power and principles. Theories are illustrated with detailed examples since WWI. Some attention given to how foreign policy is shaped by government structure, political culture, organizational dynamics, individual psychology, economic interests and other causes. Students will analyze the limitations of various types of explanations and why policy implementation at times diverges from the intentions of decision-makers. Prerequisite, 114. Lehmann.

Fall 2007 01 (Lehmann T)

291S International Political Economy.
Examination of the development and evolution of the modern global economy and its political impact. Issues include global trade relations, the monetary system and international debt, the role of multinational corporations, foreign aid, imperialism and dependency, industrial competitiveness and the rise and impact of newly industrializing countries such as South Korea and Taiwan. Prerequisite, 114. Cafruny.

[301] Negotiating Peace in the Middle East.
Examining portions of the negotiating history of the Palestinian issue since 1967, some of the agreements that have been reached and the ones that failed. Focus on the role of the parties and outside influences, including U.S. policies, which have driven the negotiations. Identify missing elements in negotiations when they failed, mistakes that were made, where alternative courses might have led, and, in the process, some basic principles that should be applied in future negotiations between the Israelis and Palestinians. Principles put into practice in a simulated negotiation. (Writing-intensive.) Prerequisite, 203, 245, 290, 291 or consent of instructor. Maximum enrollment, 20.

Fall 2007 01 (Walker E)

[305] Peacekeeping, Peace-making and Social Engineering.
Evaluating and defining success in peacekeeping and peace-making. Examination of past operations to identify successes and failures and the reasons therefore. Highlighting the different types of peacekeeping and elements for success in each case using the case study method. Studies include Somalia, Rwanda, Bosnia, Cambodia, Afghanistan and the Sinai. Consideration of planning, training, preparation and support to optimize chances for success and evaluate alternative approaches to problems. Examination of the politics of peacekeeping. (Writing-intensive.) (Oral Presentations.) Prerequisite, one 200-level course in international relations. Maximum enrollment, 20.

319F Seminar: Africa's Lessons for Our Future.
An examination of selected global issues (e.g. conflict, reconciliation, democracy, terrorism) through three prisms: regional challenges; country-specific initiatives and U.S. government policies. Students will collaborate to present briefings and case studies, facilitate group discussions and write policy critiques. The process will develop strategic thinking, effective influence and personal leadership skills. Prerequisite, Open to senior concentrators or with permission of the instructor. Maximum enrollment, 12. Bushnell.

330S The Tools of Diplomacy.
Examination of the tools and techniques of U.S. policy makers to extend American influence, support our interests and achieve our objectives short of combat and/or black operations. Focus on diplomatic techniques including personal diplomacy by the President and other officials. Evaluate the effectiveness of partnerships with like-minded countries, coalitions and international institutions. Consider the uses of bilateral and multilateral assistance to support national interests. Evaluate incentives in the manipulation of trade, including sanctions; evaluate the value of public diplomacy. (Writing-intensive.) Prerequisite, one 200-level course in international relations or consent of instructor. Maximum enrollment, 20. Walker.

[339] East Asian International Relations.
Examination of structural, cultural ideological and organizational factors that have shaped the foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open-door policy, the possibility of a Pacific Economic Community and regional security issues. Emphasis on the interaction of politics and economics, the linkages between domestic and foreign policies, and the interdependence of major powers and small states. (Writing-intensive.) Prerequisite, 209, 211, 290 or 291. Maximum enrollment, 20.

349S The International Politics of Oil.
Explores why oil became central to both state power and economic growth by examining how control over oil resources and markets has been used by states and corporations to achieve their often divergent objectives. Looks at how these struggles for order and advantage amidst varying degrees of state and corporate competition have affected international relations and the broader economic structure of the world economy since WWI. Examines whether the world's existing oil-based economic and security relationships is sustainable. (Writing-intensive.) Prerequisite, one 200-level course in international relations. Maximum enrollment, 20. Lehmann.

Fall 2007 01 (Lehmann T)

355S The European Union in World Affairs.
Examination of the origins and development of European integration and Europe's relations with the rest of the world. Topics include theories of regional economic and political integration; evolution of EU institutions; relations between the EU and the United States; development of the European monetary system; problems of European political cooperation; the crisis of the European social model. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20. Cafruny.

[369] American Policy in the Middle East.
Examination of American foreign policy-making in a period of deep divisions in the Middle East and in the United States. Focus on the role of the U.S. as it seeks to deal with the problems of Iraq, Iran, the Palestinian conflict, terrorism, democracy and energy. Examination of linkages between U.S. policies and U.S. options for action including the problem of unintended consequences. Consideration of alternative policy courses to deal with existing problems in the Middle East including proliferation of weapons of mass destruction, military options, resource security and the U.S. image. (Writing-intensive.) Prerequisite, one 200-level course in international relations. Maximum enrollment, 20.

[374] War and Politics.
Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 290 or 381. Maximum enrollment, 20.

[378] US-China Relations.
Examination of the development and issues of Sino-American relations in an era of rising Chinese power. Emphasis on the interaction of global environment, national attributes and leadership characteristics in the formation of the foreign policies of both countries. Topics include the historical context of normalization, political discourse regarding human rights, the role of media, trade relations, the tension over the Taiwan strait, and cultural and educational exchange between China and the United States. (Writing-intensive.) Prerequisite, 206, 211, 290, 291. Maximum enrollment, 20.

[380] Terrorism, Islam and Counterterrorism.
Definition of state-sponsored and ideological terrorism. Examination of the modern history of terrorism and its use by governments and non-governmental groups. Evaluation of the success and failure of various terrorist groups and why they succeeded or failed. Consideration of the environment, both ideological and social that helps breed terrorism, self-sacrifice and anti-social behavior. Review of the tenets of Islam to determine their role in encouraging terrorism, if any. Examination of mechanisms for enhancing unilateral and collective action to counter terrorism. (Writing-intensive.) (Oral Presentations.) Prerequisite, one 200-level course in international relations or consent of the instructor. Open to junior and senior non-majors with consent of instructor only. Maximum enrollment, 20.

[381] National Security Policy.
Intensive examination of issues and theories in U.S. national security policy. Topics include the defense budget, defense organization, civil-military relations, weapons procurement, industrial-base preservation, personnel policy, strategy formulation, U.S. security interests in Europe and Asia, global-arms proliferation and the use of force. (Writing-intensive.) Prerequisite, 290 or consent of instructor. Maximum enrollment, 20.

386F Theories of International Relations.
Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. (Writing-intensive.) Prerequisite, 290 or 291. Maximum enrollment, 20. D Rivera.

Political Theory

117F,S Introduction to Political Theory.
Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Proseminar and writing-intensive in the Spring.) Open to juniors and seniors with consent of instructor only. (Same as Philosophy 117.) Martin (Fall); Cannavo (Spring).

Fall 2005 01 (Tampio N)
Fall 2007 03 (Tampio N)
Spring 2007 03 (Cannavo P)

Spring 2007 04 (Cannavo P)

[229] The American Founding: Ideals and Reality.
An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken College/History 216. (Same as History 229 and College Courses and Seminars 229.) Maximum enrollment, 24.

[232] Contemporary Political Theory.
How should we think about politics after Nietzsche? Considers the answers of John Rawls, Hannah Arendt, Leo Strauss, Charles Taylor, Gilles Deleuze and William Connolly. Focusing on each theorist's conceptions of human nature and politics. Prerequisite, 117.

[270] Democratic Theory.
Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy. Prerequisite, 117 or consent of instructor.

Fall 2007 01 (Martin R)

[287] Political Theory and the Environment.
What is the relationship between theorizing about politics and theorizing about nature? Explores how conceptions of the natural world and our relationship to it have shaped political thought since ancient times and how contemporary "green" political thinkers attempt to craft principles for an ecologically responsible society. Prerequisite, 117, 285 or consent of instructor.

Fall 2007 01 (Cannavo P)

[304] Marxism.
Introduction to the basic concepts of Marxism, including Marx's philosophy of science and history, economics and political writings. Topics include dialectics and historical materialism; alienation and private property; revolution and inevitability; imperialism; and the global economy. Critical evaluation of the historical and contemporary application of Marxism. (Writing-intensive.) Prerequisite, one 200-level course in political theory. Maximum enrollment, 20.

[336] American Political Thought.
What does it mean to be an American? What are the principles of American politics? Considers the answers of Thomas Jefferson, James Madison, Alexander Hamilton, Alexis de Tocqueville, W.E.B. DuBois, Emma Goldman, John Dewey, Leo Strauss and William E. Connolly. (Writing-intensive.) Prerequisite, one 200-level course in political theory or American politics. Not open to students who have taken 249. Maximum enrollment, 20.

Fall 2007 01 (Tampio N)

[345] Ethics and Public Policy.
An introduction to fundamental issues of moral and political theory in public policy debates. Topics include ethical compromise on the part of public officials, individual rights versus communitarian values, distributive justice, commodification, property rights, moral duties beyond borders, moral conflict and pluralism, the collision between political and scientific values, and moral responsibilities to nature and future generations. Course materials will include both theoretical readings and policy cases. (Writing-intensive.) Prerequisite, one 200-level course in political theory or Public Policy 251. Maximum enrollment, 20.

360F The Politics and Theory of Place and Space.
How do we map out, conceptualize, inhabit and govern our spatial environment? What political challenges arise in organizing and maintaining a coherent world of places? A look at the theoretical and political dimensions of place and space through writings of geographers, political theorists, environmental thinkers, novelists and U.S. case studies, including 9/11, the debate over logging in the Pacific Northwest, the problem of sprawl, the decline and revival of old industrial cities, the future of America's agricultural landscape, and the impact of climate change. (Writing-intensive.) Prerequisite, one 200-level course in American politics or political theory. Maximum enrollment, 20. Cannavo.

365S Free Speech in American Political and Legal Thought.
Analysis of competing theories of the liberty of expression in the American context. Focuses primarily on contemporary political and legal disputes over such morally divisive issues as "hate speech," campus speech codes, pornography, media and Internet censorship, and the proper role of free speech in a democracy. Examination of the evolution of American constitutional law concerning freedom of expression. (Writing-intensive.) Prerequisite, 229, 241, 270 or 276. Maximum enrollment, 20. Martin.

[377] Enlightenment and Counter-Enlightenment.
Examination of the political thought of the Enlightenment, the early modern period roughly from the English Revolution to the French Revolution (1640-1800). Analysis of such theorists as Hobbes, Locke, Montesquieu, Hume, Rousseau, Burke and Kant. Topics include liberty, equality, natural law, political culture, revolution, progress and the role of tradition. Focus on the relationship between scientific reason and political power. (Writing-intensive.) Prerequisite, 232, 249, 270, 287, 365, Sophomore Seminar 216 or consent of instructor. Maximum enrollment, 20.

[383] Global Justice.
What is global justice and how can we achieve it? Considers the answers of Immanuel Kant, John Rawls, Martha Nussbaum, Samuel Huntington, Michael Hardt, Antonio Negri, Sayyid Qutb and Pema Chödrön. Then, we apply their ideas to topics such as American foreign policy, the United Nations, human rights, the wars in Iraq and Darfur, international trade agreements and global warming. (Writing-intensive.) Prerequisite, 232, 249, 270, 276, 287, 203, 245, 290 or 291. Maximum enrollment, 20.

Fall 2007 01 (Tampio N)

Hispanic Studies

Faculty
M. Cecilia Hwangpo, *Chair*
Luisa Briones
Jessica N. Burke (S)
Virginia Gutiérrez-Berner
Edna M. Rodríguez-Plate (F)
Charlotte W. Rogers
María Willstedt

*Special Appointment*s
Jeremy T. Medina
María Gabriela Portal

The Hispanic Studies Department offers a diverse curriculum that includes Spanish language study for both non-heritage and heritage speakers, and Latin American, Spanish and U.S. Latino/a literature and culture studies. In our Centro Universitario de Estudios Hispánicos in Madrid we also offer courses in social sciences, art, cinema and dance. The Hispanic studies concentration consists of nine courses numbered 140 or higher, including 200/201, and 210 or 211, one elective in the 200 series, three electives at the 300 level or above — including at least one in both Latin American and Peninsular fields (one of these must focus on literature before 1800) — and one course at the 400 level. Concentrators must also fulfill a cultural requirement that can be met through study abroad or a cultural studies course. Any course offered by another department that focuses specifically on Latin America, Spain or U.S. Latinos/as may satisfy the 200-level requirement but will not count as one of the nine concentration courses. Concentrators may include one course in translation as one of the required courses for the major. Five of the nine courses required for the major must be taken at Hamilton. It is strongly advised that all concentrators study abroad in a Spanish-speaking country.

In order to complete the Senior Program, senior concentrators in Hispanic Studies (non-honors candidates) will: 1) enroll in a 300-level course or Hispanic studies 400 in the fall semester, and a 400-level course in the spring semester (in the spring seniors will complete a research project in a 400-level course; spring semester advanced courses are doubly designated as 300/400 [i.e. 310/410], in order to distinguish seniors who are writing the senior research project from other students. Thus if a senior plans to take more than one advanced course in the spring, he/she should take only one course at the 400 level); 2) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year.

Senior honors candidates will: 1) enroll in Hispanic Studies 400 in the fall semester; 2) enroll in 550 and complete a senior thesis in the spring semester; 3) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. In order to attain honors in Spanish, students must have an average of 3.5 (90) or better in the nine courses required for the major and must complete 550 (senior thesis) with an A- or better. Senior honors candidates who are studying in Spain (with HCAYS) during the fall of their senior year are exempt from the Hispanic Studies 400 requirement. A complete description of the Senior Program is available in Christian Johnson 202.

The Hispanic studies minor consists of five courses numbered 140 or higher, including 200/201 and 210/211, and at least one course at the 300 level. One of these courses may be taken in translation. Three of the five courses for the minor must be taken at Hamilton.

THE ACADEMIC YEAR IN SPAIN
The Academic Year in Spain was established in 1974 to offer the highest interdisciplinary academic standards in foreign study programs (distinguished professors, small classes and a rigorous Spanish-only pledge), along with careful attention to the intellectual, cultural and social needs of each student. Directors-in-residence are drawn from the Department of Hispanic Studies at Hamilton College. The program is administered at Hamilton by a general director and by the programs abroad committee, and representatives of Swarthmore and Williams Colleges serve as directing advisors to the program and are instrumental in deciding important curricular and administrative matters and in long range planning. Also affiliated with the program are Amherst College and Princeton University. A board of advisors, drawn from such institutions as Bates, Brown, Bryn Mawr, Bucknell, Colby, Grinnell, Harvard, Reed, Scripps, Smith, Stanford, Wellesley and Yale, further helps in matters of recruitment and student preparation. All courses are taught entirely in Spanish and include language and linguistic studies, culture studies and study in the social sciences. Courses offered include advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, 19th- and 20th-century Spanish and Latin American narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, flamenco and studio art. The program also offers internships sculpted to each student's area of interest and preparation. Students are taught by faculty members from leading universities in Madrid. The Centro Universitario de Estudios Hispánicos, HCAYS headquarters, is located within the "Ciudad Universitaria" of Madrid, next to the Complutense University and the University of San Pablo, an

HCAYS affiliate (students may opt to take one course at the University of San Pablo). Language and civilization classes form part of the fall orientation program in the northern coast village of Comillas, while a similar orientation for spring students takes place in the beautiful town of Nerja on the southern coast. Frequent group excursions throughout Spain complement the rich academic and social opportunities offered to students in Madrid. The program is open to sophomores, juniors and first-semester seniors. Although the program is designed for a full-year, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Hispanic studies course and have a strong academic average.

110F First-Term Spanish.
Intended for beginners. Thorough grounding in aural comprehension, speaking, reading and writing. Interactive study of Spanish grammar with strong emphasis on oral and written production. First-year students who follow the sequence through 140 may qualify for study abroad. (Proseminar.) Four hours of class, with additional TA session and laboratory work. Taught in Spanish. Maximum enrollment, 16. The Department.

Fall 2005 01 (Puertas M)
Fall 2006 01 (Puertas M)
Fall 2007 01 (Aguila Y)

115F Spanish Immersion I.
Designed for exceptionally motivated beginning students who wish to accelerate their acquisition of Spanish. Intensive and interactive study of all of the basic grammatical structures of Spanish, with particular emphasis on writing and speaking. Successful completion will place students into 130 or 135. Students who follow the sequence through 135 may qualify for study abroad in one year. (Proseminar.) Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Maximum enrollment, 16. Briones.

Fall 2007 01 (Aguila Y)

120S Second-Term Spanish.
Continuing interactive study of Spanish grammatical and lexical structures begun in 110, with special emphasis on speaking and writing. Four hours of class, with additional TA session and laboratory work. Taught in Spanish. (Proseminar.) Prerequisite, 110 or placement. Maximum enrollment, 16. The Department.

Fall 2006 01 (Puertas M)
Spring 2010 01 (Sedo Del Campo M)

130F,S Third-Term Spanish.
Intensive review of grammar and syntax at the intermediate level, with key emphasis on writing and speaking. Selected readings and in-class activities form the basis for further work in all the language skills. Four hours of class with additional laboratory work and TA session. Taught in Spanish. (Proseminar.) Prerequisite, 115, 120 or placement. Maximum enrollment, 16. Gutierrez-Berner and The Department.

Fall 2007 01 (Burke J)
Fall 2007 02 (Burke J)

135S Spanish Immersion II.
Designed for exceptionally motivated intermediate students who wish to accelerate their acquisition of Spanish. Continuation of Spanish 115. Intensive training in grammar and syntax with special interactive emphasis on speaking, writing and reading. A thorough review of grammar at the intermediate level is followed by cultural readings and small group activities similar to those of 140. Successful completion will place students into 200. Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Prerequisite, 115, 120 or placement. The Department.

140F,S Conversation on Hispanic Cultures.
Intense focus on speech emergence and oral presentation. Study of diverse cultural readings and other aesthetic productions as a basis for refinement of grammar comprehension and as a means to further improve writing, reading and listening skills. Three hours of class, with additional activities, TA sessions and laboratory work. Taught in Spanish. (Proseminar.) Prerequisite, grade of C or better in 130, placement or consent of instructor. Maximum enrollment, 16. Rogers, Burke and the Department.

Spring 2006 01 (Puertas M)

200F,S Exploring Hispanic Texts.
Study of interdisciplinary cultural discourses — art, music, journalism, literature, film — from Latin America, Spain and the Spanish Caribbean. Focus on written and oral argumentation; introduction to the interpretation of literary texts. Advanced grammar in context and vocabulary building. Course emphasizes writing, oral presentation and the refinement of speech and pronunciation. Taught in Spanish. (Writing-intensive.) (Proseminar.) Prerequisite, grade of C+ or better in Spanish 135 or 140, placement or consent of instructor. Not open to students who have taken 201. Maximum enrollment, 16. Portal, Willstedt and the Department.

[201] Spanish for Heritage/Bilingual Speakers.
Integrated review of the grammatical structure of Spanish for bilingual students, with intense emphasis on writing. Major emphasis placed on anthropolitical linguistics; special focus on political and cultural history of U.S. Latinos/as: issues of immigration, bilingualism, English-Only. Interdisciplinary readings by Latin American, Caribbean and U.S. Latino/a authors, as well as

interdisciplinary film. Group activism project targets Latino communities in Utica and surrounding areas. Intense interaction focused on discussion and oral and written argumentation. (Writing-intensive.) (Proseminar.) Prerequisite, three hours of class, placement exam or consent of instructor. Maximum enrollment, 16.

207S Creative Reading and Writing.
A study of poetry and a workshop examining the works of Spanish-speaking poets of the 20th and 21st century, focusing on experimental poetry. Once familiar with different styles and techniques, we will begin an autobiographical poetry project: images, recording oral poetry and writing. The final project consists of a poetry booklet and a public reading/spoken word session. Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Gutiérrez-Berner.

210S Introductory Study of Spanish Literature.
Intensive study and analysis of cultural concepts and selected literary works of Spain. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and on original application of critical methodology in writing projects. Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Enrollment priority will be given to concentrators. Normally not open to senior concentrators. The Department.

211F Introductory Study of Latin American Literature.
A selected overview of cultural concepts and literary movements and genres in Latin American literatures. Special emphasis on representative works of selected historical periods. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and original application of critical methodology in writing projects. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. Normally not open to senior concentrators. Burke.

212S Narrating Medieval Iberia.
Samples popular short-narrative genres (ballads, legends, exemplary stories) and their recurring themes in Medieval Spain. We will explore the rich variety of sources (oral, literary) and traditions (classical, Islamic, Christian, Jewish) in order to gain a multifaceted view of this complex and fascinating period in Spain's history. Readings include romances, Hispano-Arabic and Hispano-Hebrew poems, excerpts from the great framed-narrative collections (El conde Lucanor, among others) and the Libro de buen amor, as well as popular stories of heroes and saints, and travelogues. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish. Willstedt.

[217] Introduction to US Latino/a Literatures.
Examination of cultural production of representative U.S. Latino/a writers, filmmakers and visual artists from the civil rights movement to present. Focuses on the rewriting of contextual history of Latinos within the United States through interdisciplinary texts. Emphasis placed on literary, cultural and historical/political analysis, feminist criticism and anti-racist pedagogies. Prerequisite, English 150 or any literature course in any language at the 200 level. No knowledge of Spanish required. Taught in English. (Same as Women's Studies 213.)

[219] Advanced Study of Grammar and Composition.
An intensive and detailed study of the more complex points of Spanish grammar, including rigorous study of vocabulary and composition. Each unit prepares and teaches the student to write in a certain genre (description, narration, exposition, etc.). Especially recommended for Spanish majors, minors and future teachers of Spanish. (Writing-intensive.) Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 20.

Spring 2010 01 (Sedo Del Campo M)

[220] Jewels of Spanish Poetry.
Close textual examination of some of the most memorable poems produced in Spain from the Renaissance to the 20th century. Offers an appreciation and enjoyment of various forms of poetic expression, along with an understanding of the literary, social and historical context that influenced their creation. Prerequisite, 200, 201 or consent of instructor. Taught in Spanish.

[221] Spectral Intensities: Representations of Mexico '68.
Reflects on the representation of the 1968 Mexican student-popular movement. This movement was largely crushed by the violent massacre at an assembly at the Nonoalco-Tlatelolco apartments. The returns of 1968 at critical moments of the last 40 years form an alternative archive of the Mexican state, which is constantly threatened by both amnesia and appropriation. There is no official record. This situation conditions the appearance of the texts we will read, ranging from testimonios, chronicles and photojournalism, to cinema, digital video and performance, as well as the novel. Prerequisite, 210 or 211 or consent of instructor. Taught in English.

[223F] Introduction to Hispanic Cinema.
An introduction to film in the Hispanic world, exploring the development of different national traditions within Latin American and Spanish Cinema. At the same time, covers some of the basic tools for interpreting and writing about film. Editing, sound, cinematography and mise-an-scène are some of the key terms and concepts studied in order to understand how viewers and filmmakers create meaning in films. Particular attention to the interrelation of cinema and culture, and the intersection of aesthetics and politics. Prerequisite, 210 or 211. Taught in Spanish.

[229] Spanish for the Professions.
Study of the vocabulary, expressions and functional use of Spanish in professional contexts. Fields covered will be medicine, business, law and social services, among others. This is an ideal course for students who wish to continue using Spanish in their career or simply want to expand their vocabulary base. Taught in Spanish. Prerequisite, 200, 201 or consent of the instructor.

[250S] Journey into Spanish Cultures.
A study of the cultures of Spain, including history, music, painting and other aspects of Spanish civilization which reflect or have contributed to the development of modern Spanish perspectives. Emphasis on contemporary social and political events. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor.

[251S] Cultural Studies in Latin America.
Analysis of Latin American cultural history of the 19th and 20th centuries. Study of interdisciplinary cultural texts — maps, films, journalism, popular magazines and music — that represent relevant moments in or challenges to the consolidation of political and cultural identities. Particular attention paid to the figures and voices of criollos, indios, negros and sexual minorities. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor.

[257] The World of Spanish Art: From the Alhambra to Guernica.
Intensive study of the artistic production of Spain, as reflected in the most significant expressions of architecture, painting and sculpture, along with the cultural and historical context in which these works were created. To be included, among others: Moorish, Romanesque, Gothic, Renaissance, Baroque, Neoclassic and Modernist styles (in architecture); El Greco, Velázquez, Zurbarán, Ribera, Murillo, Goya, Sorolla, Picasso and Dalí (in painting); and Vasco de la Zarza, Bigarny, Diego de Siloé, Juni, Montanás, Cano, Mena, Berruguete (in sculpture). Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. (Same as Art History 257.)

259S Second/Foreign Language Development and Learning Strategies.
The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as East Asian Languages and Literatures 259 and Education Studies 259.) Hong Gang Jin.

[261] Writing, Self and Nation in Latin America.
Study of the relationships between literature and society during the 19th and 20th centuries in Latin America. Different instances in the articulation of national identity and struggle for cultural independence will be considered through the reading of pertinent texts. Particular emphasis on salient political ideas ingrained in literary narratives. Among authors studied are Jorge Isaacs, Clorinda Matto de Turner, José Asunción Silva, Mariano Azuela, Mayra Santos-Febres, Alberto Fuguet and María Luisa Bombal. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

[263] 1968: Massacre in Tlatelolco, Mexico City.
On the night of Oct. 2, 1968, a student demonstration ended in a massacre of hundreds in the Plaza de Tres Culturas in Tlatelolco, Mexico City. A shocked nation watched as the government claimed that extremists and Communist agitators had provoked the violence, while witnesses declared that the demonstrators were unarmed. Various reporters, scholars, historians and writers have attempted to explain the events of Tlatelolco. Considers the effect of this monumental event on Mexican society as represented through the press, Mexican literature, art and film. Prerequisite, 200 or consent of instructor. Taught in Spanish.

[269] The Art of Translation.
A study of translation theory and its applications in Spanish to English and English to Spanish. Includes a comparative study of the grammatical structure of both languages, terminology building and ample practice with translations in various fields. (Writing-intensive.) Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 20.

[270] Special Topics in Spanish Literature and Culture.
Taught in Spanish. Prerequisite, 210, 211 or consent of instructor. Normally not open to senior concentrators.

271S Special Topics in Latin American Literature and Culture.
Examines Latin American nature writing in a variety of genres: poetry, essay, short story and novel. Since the first encounters between Europeans and Native Americans, Latin American nature has been thought of as a tropical Eden, a source of great wealth, an impediment to modernization, and as a "green Hell." We will study how the perception of the Latin American environment changed in the writings of European and Latin American authors from the 15th to the 21st centuries. Readings by Columbus, Bello, Sarmiento, Quiroga, Borges and Sepúlveda. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish. Rogers.

[281] Introduction to Latin American Short Fiction.
Critical reading and interdisciplinary discussion of selected Latin American short fiction. Designed to familiarize students with the poetics of the Latin American short story and its relationship to pertinent literary movements. Readings will include works by Borges, Quiroga, Cortázar, Rulfo, Valenzuela, Castellanos, García Márquez and others. Taught in Spanish. Prerequisite, 210, 211 or consent of instructor.

[283] Understanding the Caribbean World.
Interdisciplinary study of cross-cultural production and political discourse of Spanish-speaking Caribbean islands (Cuba, Puerto Rico, Dominican Republic), Haiti and the Caribbean Diaspora in the United States. Historical inquiry into European conquest of the Caribbean, the legacy of slavery, sugar plantation economy, race formation, colonialism, nationalism, U.S. imperialism and the new politics of the "ethno-nation" through the diverse mediums of literature, history, geography, essay, music, dance and film.

[285] The Hispanic Transatlantic.
Exploration of cultural interactions between Spain and Latin America, and among Spain, Latin America and the U.S., in literature, music, film and popular culture from the early modern period to the present. Topics include imperialism; the relationships between modernity and colonialism; diasporas; contact zones; transculturation; rearticulation of transnational identities; coexistence in difference; borderlands; mestizo cultural spaces; cultures of resistance. Authors include Guamán Poma, "Clarín," Rosalía de Castro, García Lorca, Vallejo, Guillén, Anzaldúa, Ramos Otero, Manu Chao. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

[290S] Recovering a Lost Memory: Cultural Representations of the Spanish Civil War and its Aftermath.
The Spanish Civil War and its aftermath shaped 20th-century Spain. This course centers on a selection of novels and films which reconstruct, evoke and explore this traumatic event and its consequences in different ways. We will also explore current efforts in Spain to recover what is referred to as an "historical memory" ("memoria histórica") of both the war and the Franco dictatorship which followed it. Issues of trauma, exile, memory, identity and gender will be studied. Works by Martín Gaite, Matute, Rodoreda and Chacón among others. Prerequisite, 210 or 211 or consent of instructor.

[300] Medieval Spanish Literature.
An in-depth view of the beginning and early development of Spanish literature, emphasizing key works that serve as precursors to later Spanish and Latin American literatures, including Jarchas, El Poema de Mió Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor, poetry of the Romancero, Coplas por la muerte de su padre, Cárcel de Amor and La Celestina. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, including 210 or 211 or consent of instructor.

[301/401S] Modernismo.
Contextualized study of the Latin American and Spanish literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction, chronicle, theatre and poetry through focus on the new consciousness of the "modernista" writer's role in turn-of-the-century society. Examination of related notions of exoticism and escapism in the context of continental modernization. Prerequisite, Taught in Spanish. two 200-level courses in Hispanic studies above 200 or 201, including 210, 211 or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 401.

[303/403] Representing Gender in Latin America.
Approaches gender studies through critical analysis of Latin American literature, film and social movements. We study representations of femininity and masculinity in Latin American culture and their historical roots, considering traditional gender roles and more contemporary attempts to break with social expectations linked to sex and gender, as well as the complex interactions of gender with nationality, class and sexual orientation. Discussions center in issues of representation, identity and "equality." Readings include both literary texts as well as gender theory. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish.

[310F] Latin American Theatre.
Analysis and discussion of 20th-century plays in light of major theatrical movements such as the Theater of the Absurd, the Epic Theater, Metatheater and the Theater of Cruelty. Readings from such leading playwrights as Usigli, Marqués, Gambaro, Wolff, Carballido and Cossa. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 including 210 or 211 or consent of instructor.

[311/411S] Adventures in the Jungle: The Latin American novela de la selva.
An examination of Spanish American novelas de la selva of the 20th century. Traces the literary construction of the wilderness in tales in which explorers, scientists, and treasure and pleasure seekers journey into the Spanish American rain forest and 'go native.' The tropical adventure narrative will be analyzed within the context of the genre of the adventure novel, the literature of the 'exotic,' the Spanish American regionalist novel, and the discourses of imperialism, and post-colonialism. Texts by Quiroga, Vargas Llosa, Rivera, Carpentier and Borges. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

[313F] The Latin American Dictator Novel.
An exploration of the formation and evolution of Latin American novels of dictatorship from the mid-nineteenth to the late twentieth century. Themes include the relationship between power and writing, allegories of authority, and textual methods of resistance. Readings include Sarmiento, Asturias, Roa Bastos, García Márquez and Vargas Llosa. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

[319] Latin American Dialectology.
A study of the major dialects of Latin America, including their origins, development and geographical extension. Students will learn the basics of dialectology, sociolinguistics and phonetic transcription while increasing their general knowledge of Spanish. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic Studies above 200 or 201 or consent of instructor.

[320/420] Contemporary Latin American Novel.
Critical reading of representative Latin American novels from the "Boom" to the present. Authors include Fuentes, García Márquez, Donoso, Puig, Ferré and Boullosa. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 420.

323/423S The Power of Looking: Re-imagining the Nation in Hispanic Films.

An in-depth study of the history and poetics of Hispanic films from the double perspective of Hispanic cultural contexts and the development of cinema as artistic expression. Examines how props, lighting, acting, editing, etc. say more than the words in the script. We will discuss how all these elements reflect the cultural visions and beliefs of different Hispanic filmmakers and the times and places they came from. The readings will focus on film theory and film history within the context of nationalism in the Hispanic World. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. Rodríguez Plate.

[329] History of the Spanish Language.
A study of the historical development of the Spanish language from its origins in Latin to the present day. Covers changes in sounds, word formation, grammatical structure and vocabulary, and their manifestation in Old Spanish texts. Students who enroll in this course should have an interest in analyzing the structure of the language. No familiarity with Latin is required. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor. Taught in Spanish. Fulfills the pre-1800 requirement for the Spanish concentration.

[330/430] Early Modern Spanish Drama: Aesthetics, Ideology and Society.
The 17th century produced some of the most important, influential and interesting works in the history of Spanish theater. Through a detailed analysis of key dramas of the Early Modern period we focus on the emergence and development of theater in Spain, as well as the study of its different subgenres. Pays close attention to the aesthetics of representation as well as sociopolitical and ideological questions. Works by Cervantes, Tirso de Molina, Lope de Vega, Calderón de la Barca and Ana Caro. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor.

[340] Twentieth-Century Spanish Theatre.
Study of the development of the theatre in Spain as a reflection of the artistic, social and historical turmoil that led to the Spanish Civil War, Franco and the present democratic monarchy. Emphasis on critical reading and discussion of works by such authors as Ortega y Gasset, Benavente, Grau Valle-Inclan, Garcia Lorca, Buero Vallejo, Sastre, Arrabal, Muniz, Ruibal, Fernan Gomez, Martinez Ballesteros and Paloma Pedrero. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor.

[341/441] Memory, History and Fiction: Postdictatorship's Narratives in Latin American Southern Cone.
After dictatorships, transitions to democracy tend to be based on collective "pactos de olvido." In these cases, literature, cinema and other "fictions" become places where memory can be constructed, unsettling current dominant historical discourses. This course explores the representation of historical truth when the past is related to traumatic events, as in Uruguay, Argentina and Chile in the 1970's and 1980's. Authors include Juan Gelman, Julio Cortázar, Cristina Peri Rossi, among others. Films from aforementioned countries will also be studied. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor.

[345] The Female Autograph: Women's Writing in the Hispanic World.
Cross-cultural study of women's literary texts in Spain, Latin America and the United States. Textual analysis grounded in feminist literary, social theories and critical frameworks; particular attention paid to women's agency and writing as transgressions in patriarchal symbolic order, to the consideration of a generolecto (women's specific literary inscription) and to theoretical and critical approaches to gender and writing. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. (Same as Women's Studies 345 .)

353/453S The Detective Story in Latin America.
An exploration of the detective story in Latin America. While the detective story attained its iconic status with the Sherlock Holmes capers by Arthur Conan Doyle in the late 19th century, the genre has been popular and prolific in Latin America for all of the 20th century. We will examine the conventions and traditions of the whodunit as well as the ways in which Latin American detective fiction departs from those norms. Readings by Jorge Luis Borges, Mario Vargas Llosa, Gabriel García Márquez and Roberto Bolaño, among others. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish. Rogers.

[360] The Generations of 1898 and 1927.
Study of the ideas, trends and new concepts of Spanish literature in the 20th century, as portrayed by Spain's most acclaimed modern writers, including Ganivet, Unamuno, Jimenez, Antonio Machado, Baroja and Azorin, and such younger authors as Salinas, Guillen, Garcia Lorca and Alberti, with Ortega y Gasset as a liaison between both generations. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor.

[365/465] Transatlantic Cinema.
An interdisciplinary and intercultural examination of the artistic components of various Latin American, Latino and Spanish films within their socio-historical contexts. Films include: Los Olvidados (México 1950); La boca del lobo (Perú); Frida, naturaleza viva (México); Yo, la peor de todas and Bolivia (Argentina); A hora da estrella (Brasil); Mechuca (Chile); Guantanamera (Cuba); El espíritu de la colmena and ¿Qué he hecho yo para merecer esto? (España); La pelota vasca: La piel contra la piedra (Euskadi); And the Earth did not Swallow Him (EEUU). Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 465.

370/470F Special Topics in Spanish Literature and Culture.
Examines the body as both matrix and metaphor of the crises that plagued Counter-Reformation Spain, and the different dimensions of the body as it appears in the literary and cultural productions of 16th and 17th centuries: the body of the Counter-Reformation Church, of the Empire, of the mystics, of Inquisitorial victims, and female body, and the bodies banished by

the Statutes of Purity of Blood. Readings include Teresa de Ávila, Cervantes, María de Zayas, Calderón de la Barca, excerpts from files of the Inquisition and of the Council of Trent, among others. Prerequisite, 210, 211 or consent of instructor. Gutiérrez-Berner.

371F Special Topics in Latin American Literature: Contemporary Visions of Colonial Latin American Literature.
An examination of major works of Colonial Latin American literature in juxtaposition with their later reinventions by twentieth century novelists. Issues to be addressed include: the creation, reinterpretation, and rejection of the founding myths of Latin America, the resurgence of the so-called new historical novel, and the intersections of Latin American fiction and history. Readings include the letters of Columbus, poems by Sor Juana, the narrative of Núñez Cabeza de Vaca, and works by Octavio Paz, Augusto Roa Bastos, Reinaldo Arenas, Abel Posse, among others. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish. Rogers.

[377] Latino/a Experiences in the United States.
Rigorous examination and historico-political analisis of U.S. Latina literary production and poetics with focus on short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherríe Moraga, M. H. Viramontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. Prerequisite, two 200-level courses in literature or consent of instructor. No knowledge of Spanish required. Taught in English. (Same as Women's Studies 379.)

380/480F Cervantes' Don Quijote.
Careful analysis of the style, characterization, theme and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the 17th century. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Medina.

[385/485] Travel and Writing in Spain and Latin America.
Analysis of travel narratives and representations of travelers as models of contact within the cultures of globalization from the early 19th to the 20th centuries. Topics include: travel as metaphor; economies of displacement and travel; identity; indianos (women) travelers and migrants as cultural agents; migration; exile; pilgrimage; diaspora cultures. Authors include Condesa de Merlín, Flora Tristán, "Clarín," Pereda, Galdós, Martí, Carmen de Burgos, García Lorca, Mistral, Teresa de la Parra, Luis Rafael Sánchez, Manuel Ramos Otero. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 485.

[391/491S] Strategies of Resistance in Hispanic-Caribbean Literature: From Slavery to Racial Consciousness.
Examines the emergence of the African culture in the Hispanic-Caribbean, taking into consideration some literary texts from the 19th and 20th centuries. We will study how the voice of the margins has been excluded or included, and consciously manipulated. We will analyze the concept of "race" and its intricate relations with issues of gender, class and cultural politics. Some of the problems to be considered are: the anthropological representation of the Other, the object/subject of slavery, racial stereotyping and oppression, religion, sexuality and interracial love. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

400F Senior Seminar Topic for 2010-2011: The poetics of love and violence in pre-modern Spain.
Explores poetic and other forms of expression that address some of the complexities of love and violence, and the relationship between them, as they were represented in Spain's literature and culture from the earliest vernacular texts to the close of the 17th century. The selection includes popular genres, such as the Romancero, novellas by Cervantes and María de Zayas, as well as several dramas of the Spanish Golden-Age theater. Taught in Spanish. Open to seniors only. Required for senior concentrators who are candidates for honors and strongly recommended for all other senior concentrators. Hispanic sudies concentrators will be given preference over other seniors. Maximum enrollment, 12. Willstedt.

550S Honors Project.
Independent study program for students who qualify as candidates for departmental honors. Students will work closely with a thesis advisor (chosen from among the Hispanic studies faculty) who will direct and guide the preparation and oral defense of the thesis. Students will normally also choose a second reader. Students must normally have an average of at least 90 in the courses counting toward the concentration at the end of the first semester of the senior year in order to qualify. Honor concentrators must normally take the Senior Seminar (400) during the fall of their senior year. The Department.

History

Faculty
Douglas Ambrose, *Chair*
Abhishek Singh Amar
Francis R. Bradley
John T. Eldevik
Kevin P. Grant (F,S)
Maurice Isserman
Esther S. Kanipe (F,S)
Shoshana Keller (F)
Alfred H. Kelly
Robert L. Paquette
Thomas G.A. Rath
Claire N. Salinas
Lisa N. Trivedi (F,S)
Chad L. Williams
Thomas A. Wilson

Special Appointment
Madeleine E. López

A concentration in history consists of 10 courses. Each concentrator must take a 100-level history course, and no more than one 100-level course may be counted toward the concentration. All 100-level courses are writing-intensive and are designed to prepare the student for upper-level courses. At least two places will be reserved in each 100-level course for juniors and seniors. A concentrator must also take at least four courses at the 300 level or higher.

A concentrator's courses must provide acquaintance with a minimum of three areas from among Africa, Asia, Europe, Latin America, the Middle East, Russia and the United States. At least three courses must focus upon areas outside of Europe and the United States. [Starting with the Class of 2012, at least one course must focus on the U.S., one course on Europe, and three courses on Africa, Asia, Latin America, the Middle East, or Russia.] A concentrator in history must also take at least one course in premodern history. The department encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research.

Concentrators may fulfill the department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401). Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of the research seminar. This course may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographical essay or primary research culminating in an original essay.

Independent Senior Thesis (550: one course credit). Concentrators with a departmental grade point average of 88 or higher may, with the permission of the department, pursue an individual project under the direct supervision of a member of the department. To earn departmental honors, concentrators must have a departmental grade point average of 3.5 (90) or above in their coursework by the end of the sixth semester and earn a grade of A- or higher for the independent senior thesis. Finally, to earn departmental honors, concentrators must have completed at least one year of college-level study in a foreign language and make a public presentation of the senior thesis.

A minor in history consists of five courses, of which only one can be at the 100 level and at least one must be at the 300 level or higher, as approved by the department.

A student wishing to be certified to teach social studies in grades 7-12 should contact Susan Mason, director of the Education Studies Program, as early as possible.

[100] Introduction to Russia: Murder, Civil War, and Opera.
Ivan the Terrible murdered his only healthy son in 1581. When Ivan died, he left Russia to face economic collapse, military defeat and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder little Tsarevich Dmitiri? Was the First False Dmitri for real? What about the Baby Brigand? Only Pushkin knew for sure, but it took Modest Mussorgsky to wrap it up in the greatest Russian opera of all time. (Writing-intensive.) No knowledge of Russian required. May be repeated for credit with consent of instructor. (Same as Russian Studies 100.) Maximum enrollment, 20.

Spring 2007 01 (Bartle J)

102F,S Atlantic World in the Era of the Slave Trade.
Survey of the development of the world economy from the 15th to the 19th centuries, with emphasis on the interrelations of Western Europe, Africa and the Americas. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Paquette.

104S Europe and its Empires, 1500-2000.
A survey of European exploration, imperial expansion and post-colonial society. Examines European debates over the principles and objectives of imperialism in the Americas, the Pacific and Africa. Illuminates changing views toward culture, economics, race, gender and nationality. Stress upon basic skills in the interpretation of historical texts and writing. (Writing-intensive.) Maximum enrollment, 20. Salinas.

109F Early Modern Western Europe, 1450-1800.
Survey of transformation of Western Europe from the Renaissance through the French Revolution. Focuses on social, political, economic and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Ambrose.

[111F] Women in Modern Europe.
Survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment and communities; women's struggles as religious, revolutionary and/or feminist rebels. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20.

Spring 2007 01 (Kanipe E)
Fall 2008 01 (Kanipe E)

117F Europe Since 1815.
A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic and cultural developments. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. A Kelly.

Fall 2007 01 (Kelly A)

[128S] Europe in the Age of the Two World Wars.
Examination of Europe from 1900 to 1950, with an emphasis on the causes, processes and results of the two world wars, the rise and fall of fascism and communism, and the decline of European power. Stress upon basic skills in the interpretation of historical texts and writing. (Writing-intensive.) Maximum enrollment, 20.

Fall 2007 01 (Kanipe E)

[132F] Jewish Civilization from the Talmud to the Yishuv.
An introduction to Jewish history from the Geonic period (8th–11th centuries CE) to the 1930s. Focus on how Jews developed a thriving and complex religious civilization while living as minority communities scattered throughout the world. Considers religious and intellectual developments under Muslim and Christian rule, the political and social conditions of diaspora, and the impact of modernity. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20.

Fall 2008 01 (Keller S)

[140S] United States Military History.
Survey of warfare and military service in United States history from the colonial period to the present. Explores the ways in which domestic and international wars have shaped how the U.S. has constructed itself as a nation and determined its place in the world. Emphasis placed on the relationship between war and domestic social, political and economic change, the various ways in which individual soldiers have responded to military service and combat, and the ascendancy of the United States as a global militaristic power. (Writing-intensive.) Maximum enrollment, 20.

141S The African Diaspora in African-American History.
Study of African-American history within the broader context of the African diaspora. Explores how real and imagined connections between African-Americans and peoples of African descent in Europe, the Caribbean and Africa have shaped black life, politics and culture. Traces the place of the African diaspora in African-American history and consciousness through the Atlantic slave trade, 19th-century emigration movements, Afro-Latin Caribbean radicalism, world war, pan-Africanism, civil rights and African independence, and contemporary politics and culture. (Writing-intensive.) Maximum enrollment, 20. C Williams.

144S Indian Buddhism.
Exploration of the history of Buddhism by studying essential beliefs, doctrines, institutions and popular practices. Topics include origins and establishment Buddhism in ancient India, traditional interpretations of the Buddha's teachings, growth and development of the Buddhist community, Buddhist practices and transmission in different areas of South Asia, and the revival of Buddhisms. Analysis and discussion of readings from secondary textbooks and scholarly articles, and engagement with original literary, epigraphic and archaeological sources. (Writing-intensive.) Maximum enrollment, 20. Amar.

145S Christianity to 1500.
A survey of the origins and development of the Christian religion in its social, political, and cultural contexts from the first century CE to the eve of the Protestant Reformation. Special consideration will be given to questions of orthodoxy versus heresy, the cult

of saints, and the impact of Christian theology on the construction of class, gender, and identity in medieval Europe. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Eldevik.

180F Exploring Culture in the Great Cities of Asia.
An interdisciplinary exploration of Asian cultures through cities in China, India and Japan from early times to the 20th century. Examines the history and geography of greater Asia; its diverse peoples and their philosophical and literary traditions; their religious and commercial practices; and their art. (Writing-intensive.) (Same as Asian Studies 180.) Maximum enrollment, 20. Wilson and the Department.

Fall 2010 01 (Wilson T,Amar A,Bradley F)

203S African-American History to 1865.
A survey of the social, political and economic history of African-Americans from the 1600s to the Civil War. Focuses on slavery and resistance, racism, the family, women and cultural contributions. (Same as Africana Studies 203.) C Williams.

204F African-American History from 1865 to the Present.
The experiences of the African-American community from Reconstruction, through Industrialization and Northern Migration, the Harlem Renaissance and Pan Africanism, to the World Wars and the Civil Rights Movement. Analysis of the construction of "race" in each period and the diversity of the black experience in America. (Same as Africana Studies 204.) C Williams.

[205F] Witches and Witch Hunting in the West.
Examines the history of witchcraft and the witch hunt in the western world. Covers the roots of the European idea of witchcraft in the ancient world and highlights modern examples of witch hunting. Focuses on the witch hysteria of late-medieval and early-modern Europe. Topics will include inquisitorial procedure and the legal foundations of witch hunting, the role of religion and the Protestant Reformation in the witch hunt, and witchcraft in the national context. Prerequisite, one 100-level history course.

206F Medieval Europe.
A survey of Western Europe in the Middle Ages, concentrating on the development of political, social and religious institutions and medieval contributions to Western cultural traditions. Eldevik.

[210F] An Introduction to the History of the United States, 1492-1861.
Introduction to U.S. history and the exploration and settlement of British North America, the encounter between Europeans and Native Americans, the colonial era, the American Revolution, the Federalist Era, and 19th-century U.S. history including the growing national division over slavery, concluding with the onset of the Civil War. No previous coursework in history required. Open to all classes. Does not serve as a prerequisite for other 200-level history courses. Students wishing to gain AP credit or take additional history courses must complete a 100-level history course.

[211S] An Introduction to the History of the United States, 1861-2001.
Introduction to U.S. history and an overview of the Civil War and Reconstruction, the emergence of the U.S. as a global power, progressivism and the New Deal, the Cold War, the liberal and radical insurgencies of the 1960s, and the conservative revival of the 1970s to the present. No previous coursework in history required. Open to all classes. Does not serve as a prerequisite for other 200-level history courses. Students wishing to take additional history courses must complete a 100-level history course. Students wishing to gain AP credit or take additional history courses must complete a 100-level history course.

[212F] Modern Germany: 1789 to the Present.
Political, cultural and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division and unification.

Fall 2007 01 (Kelly A)

[213S] Britain, Ireland, Africa: 1870-1922.
Juxtaposing historical, literary and visual materials, this course examines Britons' ideas about empire and their complicated relations to the practice of empire. We will focus on two distinct realms of conquest and cultural negotiation: Africa and Ireland. Prerequisite, one course in history or English. (Same as English and Creative Writing 213.)

215S The American Civil War.
Examines the causes, conduct and legacy of the American Civil War, with particular attention to the debate over slavery, the divergent social, economic and cultural development of the southern and northern states, the religious dimension of the war, battle front strategy and home front mobilization, the politics of emancipation, reconstruction, redemption and reconciliation, and the Civil War in popular memory down to the present. The Department.

217F Social History of Latin America.
The struggle to build democratic polities and societies is a central theme that runs through Latin America's varied history. A survey of Latin American history from the late colonial period to the present day, focusing on the diverse forms that democracy has taken and the many obstacles it has met. Traces the changing relationship between politics and social structure, culture, religion, war, nation-building and economic development. (Same as Sociology 217.) Rath.

[218F] Twentieth-Century Europe: The Age of the Two World Wars.
Examination of Europe from 1900 to 1950, with an emphasis on the causes, processes and results of the two World Wars. Prerequisite, Not open to students who have completed 128. Students wishing to gain AP credit or take additional history courses

must complete a 100-level history course. Not open to students who have completed 128.

Fall 2008 01 (Kanipe E)

220S Contemporary Culture and Politics in India.
Cultural and political-economic dynamics in post-colonial India. Traverses early and more recent anthropological approaches to rural village social structure, including dimensions of hierarchy, gender, religion, communication and economy; relatively recent transformations in expressions thereof that are national in scope; and relatively new considerations of the importance of media, including cultural productions disseminated through audio-cassettes, film and television, as the economy undergoes neo-liberal transformations. Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor. LaDousa.

[221F] Early Russian History From Rurik to Alexander II.
A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. (Same as Russian Studies 221.)

Fall 2008 01 (Keller S)
Fall 2009 01 (Keller S)

222S Modern Russian History: Serfs to Post-Soviets.
Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. (Same as Russian Studies 222.) Keller.

Spring 2006 01 (Keller S)
Spring 2010 01 (Keller S)

225F History of European Thought: 1600-1830.
Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism and German idealism. A Kelly.

226S History of European Thought: 1830 to the Present.
Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism and existentialism. A Kelly.

Spring 2005 01 (Kelly A)

[228F] The Family in Modern History.
A study of marriage, sex and the family from the 16th through the 20th centuries in Europe and America. (Writing-intensive.) Maximum enrollment, 20.

Fall 2007 01 (Kanipe E)

[229] The American Founding: Ideals and Reality.
An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken College/History 216. (Same as Government 229 and College Courses and Seminars 229.) Maximum enrollment, 24.

[235S] Women in Modern Asia.
Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. (Same as Women's Studies 235.)

239F The Making of Modern India, 1526-1947.
An intermediate-level survey of the history of South Asia from the Mughal Empire to independence. Comparative emphasis upon changes in social identities, political systems and economic life. Primary documents draw forward the perspective of rulers, merchants, women, reformers, workers, colonial officials and nationalists. Not open to first-year students in the fall. Amar.

Fall 2010 01 (Amar A)

241F American Colonial History.
A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic and social development, religious and cultural life, and regional similarities and differences. Not open to first-year students. Ambrose.

242S The Old South.
Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery and political development; religious, intellectual and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history. Ambrose and Paquette.

[247] "Cracking India:" Historical and Literary Perspectives on Partition.
Interdisciplinary seminar investigates the 1947 partition of British India into the independent nations of India and Pakistan from multiple perspectives and drawing on a variety of sources, including conventional and oral histories, memoirs, fiction and film. Focus on gender and class as well as religious differences. Prerequisite, an introductory course in either history or literature.

248S Colonialism and Resistance in Latin America.
A survey of the colonial experience of Latin America from the 15th through the 19th centuries that explores how Spain and Portugal conquered, ruled and eventually lost their empires in the Western hemisphere. Key themes include indigenous societies, religion, gender, labor, racial identities and the origins of the wars of independence. Considers the legacy that colonialism left for modern Latin America. Rath.

[251F] Nineteenth-Century America.
A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state.

254F Recent American History: The United States, 1941 to the Present.
A survey of American political, economic, cultural and social life from the start of the Second World War to the present. Topics include the Second World War, the Cold War, McCarthyism, the Civil Rights Movement, the sixties and their aftermath, and the Reagan Revolution and its aftermath. Isserman.

265S Priests, Warriors and Commoners in Early/Ancient India.
A factual and analytical study of South Asia History from the rise of the Indus Valley Civilization to the establishment of the Delhi Sultanate (ca. 2500 BCE-1200 CE). Introduces major processes, narratives and interpretations of early India by exploring urbanization, empires and regional states, mercantile and trade networks, and development and transformation of Buddhism and Hinduism. Adopts a multi-disciplinary examination of literary, archaeological and art-historical sources. Of interest to students of history, art history, literature and religion. Amar.

[268S] Race, War and Society in United States History.
An examination of the relationship between war and racial ideologies in the development of American social relations from the colonial period to the present. Specifically focuses on how issues of race have been central to the ways in which war has been conceptualized and waged both within the United States and beyond. Explores how the social, cultural, regional evolution of the United States is intimately connected to the encounters of various racial-ethnic groups with violence emerging in the context of periods of warfare. (Same as Africana Studies 268.)

270F Emperor, Courtier and Samurai in Japan.
Study of the politics, religion and literature of classical Japan, the social and political impact of the emergence of the samurai in medieval Japan, and "restoration" of imperial authority during the Meiji era. Focuses on interaction with Chinese culture in the formation of Heian politics and religion; the contestation for political power at the imperial court; tensions among the court, the shogun and regional samurai vassals in the medieval era; and the emergence of a nativist reaction to Chinese influence beginning in the 18th century. Wilson.

Spring 2009 01 (Wilson T)
Fall 2010 01 (Wilson T)

[272] The History of Latinos/as in the United States.
The formation of Latino/a communities in the United States from 1846 to the present, through a combination of conquest, immigration and migration. Analyzes how Latinos and Latinas, including Mexicans, Puerto Ricans, Cubans and Dominicans, have been incorporated into the regional economies of the United States where they settled.

[273] Restoration and Reform in Modern Japan.
Examines the historical background of the Meiji era (1868-1911), the social and political reforms enacted during that period and their consequences throughout the 20th century. Focuses on the decline of the samurai class, the contradictory motives of Meiji reformers, traditional nativism's impact on the rise of fascism, and Japan's military and economic expansion in Asia in the 1930s and 1940s.

274S Foundations of Islamic Civilization, 600-1800.
Surveys the appearance and expansion of Islamic civilization in the Middle East, Africa, Asia, Europe and the Americas. Emphasis on the interchange between political, economic and religious transformations. Covers three major periods of Islamic history: classical expansion into Africa and South Asia to 1300, the rise of the Ottoman Empire and links with Europe, and finally Islam at the peripheries in Southeast Asia, West Africa and the Americas via the slave trade. (Same as Religious Studies 274.) Bradley.

275S Modern Middle Eastern History.
A survey of the Middle East from Napoleon's invasion of Egypt in 1798 to the present. Examines Muslim responses to European imperialism, political and cultural developments, the impact of the Cold War and the continuing Arab-Israeli rivalry. Keller.

Spring 2007 01 (Keller S)
Spring 2009 01 (Keller S)
Spring 2010 01 (Keller S)

[277] Conservative Thought in the United States.

Survey of major conservative thinkers and their writings from the founding of the United States to present. Focuses on various strains of right-of-center thinking, the growth of a mainstream conservative worldview in the antebellum South, the rise of the modern conservative movement under William F. Buckley after World War II, and fissures in the movement after the fall of the Soviet Union.

[278] South Africa, 1652-2004.
Survey from the first Dutch settlement on the Cape in 1652 through the first multiracial democratic election in 1994. Issues will be explored through the experiences of indigenous peoples, such as the Khoisan, Zulu and Xhosa, migrant laborers from Asia, the "coloured" community, Afrikaners and British settlers.

280S Chinese Culture in Imperial Times.
In-depth study of late imperial Chinese cultural, intellectual and political history from the 11th through the 18th centuries. Focuses on imperial and popular religious cults; the decline of the medieval aristocracy and emergence of the Confucian gentry and civil bureaucracy in the 11th century; the civil service examination system; footbinding; and conceptions of gender. No previous knowledge of Asian history required. Not open to first-semester students. Wilson.

Fall 2007 01 (Wilson T)

[282S] Rebellious Union: Britain and Ireland, c 1700-2000.
A survey of the political relationship between Britain and Ireland, situated in the broader context of the British Empire. Examines this relationship from the colonial era through the Good Friday agreement of 1998, with emphasis upon the development of national cultures, political parties, rebel movements, and government institutions and policies. Prerequisite, one 100-level history course or consent of instructor.

[284] Great Britain, the Empire and Immigration, 1783-1997.
A survey of British politics and society from the end of the war with the American colonies to the election of New Labour. Emphasis on imperial and post-colonial issues, including the influence of the empire on British daily life, ideologies of race and immigration. Prerequisite, one 100-level history course or consent of instructor.

[285] Modernity and Nationhood in China.
Examination of the social and cultural forces contributing to the decline of imperial institutions beginning in the 19th century, as found in the Taiping Rebellion, cultural interaction with Western missionaries, traders, and military and nationalist revolutions in the 20th century. Readings and class discussions consider the coherence of nationhood in Chinese identity and reexamine the "Western impact" as a force in the formation of modernism in China. Not open to first-year students.

290S Classics of Modern Social Thought.
Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. (Oral Presentations.) Prerequisite, one course in history or sociology. May count toward a concentration in either history or sociology. (Same as Sociology 290.) Maximum enrollment, 24. A Kelly and Chambliss.

295S The Crusades in Context.
People tend to view the crusades as part of a larger march toward European dominance in the world, when in reality they barely affected the surrounding empires. This course places the crusades into the larger context, examining Europe's place in a world where its first attempt to exert authority was crushed by the more sophisticated Mongols and Muslims. Topics covered range from military history, to the advent of courtly poetry and music, to the Franciscan papal emissaries to the court of the great Khan. (Same as Religious Studies 295.) Eldevik.

[296S] Conflict in Christianity.
Examines the continual struggle in Christianity to come to a position of orthodoxy, either eliminating or accommodating various theological challenges, from early Christianity through the Protestant Reformation. Topics covered will include the early, Eastern Mediterranean schisms such as Nestorianism and Monophysitism, the High Medieval movements for reform, such as the Cathars, Humiliati and Franciscans, and the Protestant Reformation, including Erasmus, Luther, Zwingli and Calvin. (Same as Religious Studies 296.)

297S Christianity in America, 1600-1890.
Examination of Christianity in America from the era of European settlement to the end of the 19th century. Topics include encounters with Native American religions, revivalism, sectarianism, slavery and antislavery, religion and politics, theological developments, popular beliefs and practices, and the rise of unbelief. (Same as Religious Studies 297.) Ambrose.

298S Modern France and its Empires, 1789-1968.
Begins with the French Revolution and ends with the student and worker revolt of 1968. This momentous period was defined not only by events in France, but also by France's changing roles in a world dominated first by great European powers and overseas empires and then by super-powers, the Cold War and decolonization. Integrates the histories of France and its empires, demonstrating how France shaped and was shaped by its imperial and international relations Salinas.

[301S] The Philosophy of History.
An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning,

uniqueness and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in philosophy. (Same as Philosophy 301 .) Maximum enrollment, 20.

Fall 2007 01 (Kelly A)

[303S] A History of Work.
How do we understand the rise of modern industrial society? Examines the narrative of industrialization in a comparative historical framework. Emphasis is placed on the history of industrialization through an examination of the rise of key industries, the formation of middle and working classes, the role of colonialism in economic development, and the relationship of class and gender in the modern world. Students read monographs, as well as a variety of primary sources including memoirs, government documents, and reformist literature. (Writing-intensive.) Prerequisite, one 200-level history course or consent of the instructor. Maximum enrollment, 12.

[304S] The French Revolution.
A detailed examination of the French Revolution, including its origins, events and key personalities, and its consequences socially, politically and economically. Special attention to historiographical issues. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Maximum enrollment, 20.

[305] Nomads, Conquerors and Trade: Central and Inner Asia.
Study of Central and Inner Asia's place among more familiar Asian cultures such as China and India. Centrally located but distant from the great empires, Central Asia has transmitted peoples, ideas and goods across the Eurasian continent. It has also been home to rich cultures that have combined Turkic, Persian, Chinese, Mongol and Russian influences. Examines dominant cultural patterns across time and place as well as the modern history of the region. (Writing-intensive.) Prerequisite, 180, or consent of instructor. Maximum enrollment, 20.

Spring 2010 01 (Keller S)

[306F] Topics in Medieval History.
(Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20.

[312] The History of Hamilton College.
Examination of the history of Hamilton College from its founding as the Hamilton Oneida Academy in 1793 to its bicentennial celebration in 2012. Topics include Samuel Kirkland's mission to the Oneida, curricular reform, the College in the wider world, the rise and fall of Kirkland College, campus life and politics. Students will make extensive use of the College archives and write a research paper on some aspect of Hamilton's history. (Writing-intensive.) Prerequisite, one 200 level U.S. history course or permission of instructor. Maximum enrollment, 20.

[314F] Nazi Germany.
Origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II and the Holocaust. (Writing-intensive.) Prerequisite, 212, 218 or consent of instructor. Maximum enrollment, 20.

318S Competition and Coexistence: Exploring Inter-Religious Dynamics in South Asia.
Examination of interactions among diverse religious traditions of South Asia and of issues linked to socio-religious identities and political landscape. Analyzes interactions and dialogues among multiple religious orders including the Vedic Priests, Renouncer orders (i.e., Buddhism and Jainism), Hinduism and Islam. Investigation of strategies adopted by different religious traditions to compete, critique, borrow, modify and appropriate literary and material cultural elements from each other, examining literature, epigraphs, sacred imagery and reconfigurations of sacred landscape. (Writing-intensive.) Prerequisite, one history course. Maximum enrollment, 20. Amar.

320F Power and Lordship in Medieval Europe.
Examines the social and economic development of early European society, with a focus on peasant life, ecclesiastical institutions and aristocratic power in the context of contemporary medieval intellectual debates about justice, order and inequality in a Christian society. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20. Eldevik.

323S Mecca and the Islamic Pilgrimage: Global Perspectives.
Discussion of the central place of the hajj (Islamic pilgrimage) in transformation of Islamic belief and practice since its inception. Analyzes the importance of the pilgrimage in ritual, conversion, knowledge dissemination, the spread of Islamic cultures, and art and memory, all of which have produced a richly diverse and interconnected global Islamic civilization. (Writing-intensive.) Prerequisite, 180 or 275, or consent of instructor. (Same as Religious Studies 323.) Maximum enrollment, 20. Bradley.

[325] "The Making of American Scripture".
An intensive examination of the relation between the Declaration of Independence and the Constitution from the time of the founding to the end of the Civil War. How did the founders and framers understand the relation? What key political and legal events changes that understanding? How did leading thinkers and activists frame the ideas of liberty and equality? What role did slavery play in the debate? Did Abraham Lincoln change the meaning of the Union? (Writing-intensive.) Prerequisite, one 100-level history course. Maximum enrollment, 20.

326S Rebels, Radicals and Reformers in Pre-Modern Europe.
Tackles the problem of religious deviancy and political dissent in Europe between about 1000 and 1650 with several key questions

in mind: How did people cope with the conflicting demands of authority and social justice in the world, and reconcile flawed earthly institutions with the idea of an eternal heavenly order? How can modern historians recover the intentions and thoughts of people whose ideas were often intentionally scrubbed from the historical record? Readings will consist of primary source material as well as recent scholarly literature on the subject. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20. Eldevik.

332S Immigration in Modern Europe.
Examination of major issues in the growing scholarship on immigration in Europe. Introduces the history of immigration to Europe from Africa, the Middle East and other regions. Elucidates the particular role of European empires and their post-colonial legacies in nations such as France and Great Britain and longstanding tensions over the growth of Muslim communities, such as the Turkish gastarbeiter of Germany. Focuses on Europe's growing dependence on immigrant communities in the 20th century and how these communities have both changed Europe and become new Europeans. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20. Salinas.

333S Philosophical Masters of Ancient China.
Discussion of the major religious and philosophical schools of ancient China. Readings in the Daode jing, Zhuangzi, Analects, Book of Rites, Mencius and Xunzi. Students read major writings by ancient Chinese masters and debate their virtues and shortcomings. (Writing-intensive.) Prerequisite, one 100-level history course, Asian Studies 180 or consent of instructor. Maximum enrollment, 20. Wilson.

[334] Social History of World War II.
An intensive study of World War II and American society, focusing on the "homefront," with particular emphasis on the war's impact on African-Americans, Native Americans, Chicanos and women. Explores the ways in which American workplaces were affected by the war, especially in terms of race and gender. In addition to history text, we will draw upon fiction, music, slides, movies, maps and websites. (Writing-intensive.) Prerequisite, one 200-level course in American history or consent of instructor. Maximum enrollment, 20.

[335S] Hunger in History.
Examines how people have understood the significance of hunger in terms of health, religion and politics. Addresses the significance of hunger at different times and in different cultural contexts. Subjects include the fasts of religious women in medieval Europe, the experience of famine, the development of nutritional science, the creation of government programs to combat hunger, and the use of hunger in both militant and non-violent political protests in the 20th century. (Writing-intensive.) Prerequisite, one 200-level course in history or consent of instructor. Maximum enrollment, 20.

[337] Seminar: Confucian Traditions.
Examination of Confucian thought and ritual practice from classical times to the early 20th century. Emphasis on reading philosophical and ritual texts in translation in order to understand the various ways that Confucians understood their place in Chinese society. (Writing-intensive.) (Oral Presentations.) Prerequisite, relevant coursework in history, Asian studies or religious studies, or consent of instructor. (Same as Philosophy 337.) Maximum enrollment, 20.

[338] Seminar: Heroes and Bandits in Chinese History and Fiction.
Readings from several of China's greatest literary works (including histories, novels, opera and poetry) such as Sima Qian's *Records of the Grand Historian*and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women and emperors. (Writing-intensive.) Prerequisite, 280, 285 or consent of instructor. (Same as Comparative Literature 338.) Maximum enrollment, 12.

[340S] World War I.
Explores the origins, process and results of World War I, focusing principally on Europe. (Writing-intensive.) Prerequisite, one 200-level course in European history or consent of instructor. Maximum enrollment, 20.

[341S] Studies in American Colonial History.
Examination of American society, 1756-1800. Emphasis on internal tensions, imperial relations, revolutionary ideology, war and its consequences, independence and establishment of new political and social order. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 20.

[342F] The Minds of the Old South: Southern Intellectual History, 1700-1877.
Investigation of the intellectual and cultural history of white and black southern Americans from 1700 through Reconstruction. Topics include religious beliefs and practices, literary production and consumption, political and social thought, and relation of southern thought to national and transatlantic developments. (Writing-intensive.) Prerequisite, 203, 242, 251 or consent of instructor. Maximum enrollment, 20.

[344] History of Sexuality.
Examines the history of sexuality in Western cultures since the 17th century. Key topics include the change from the natural vs. the unnatural to the normal vs. the abnormal; the political, economic and social uses of human sexuality; changing biological definitions of sexuality; and special awareness of evolving class, racial, gender differences. (Writing-intensive.) Prerequisite, one 200-level course in European history or any 100-level course in history and one course in women's studies, or consent of instructor. (Same as Women's Studies 344.) Maximum enrollment, 20.

345S The Soviet Union as a Multi-National State.
The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. Explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. (Same as Russian Studies 345.) Maximum enrollment, 20. Keller.

[350] Slavery and the Civil War.
A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln and military strategy. (Writing-intensive.) Prerequisite, 251, Africana Studies 101 or consent of instructor. Maximum enrollment, 20.

[351] Seminar: Race and Popular Culture in the United States.
Examination of how theater, music, movies, television and sports have reflected and shaped racial politics in the United States. Includes analysis of stereotypes and their political implications for both racial segregation and civil rights. Further considers the agency of African-American performers and athletes. (Writing-intensive.) Maximum enrollment, 12.

352F Black Protest in the Era of the "New Negro".
Examines the dynamic nature of black social life, political protest and cultural development from 1917 to 1929. Explores the social, political and economic impacts of the First World War, the meanings of black military service, the "Great Migration," the "Red Summer" of 1919, Pan-Africanism and the UNIA, black internationalism, post-war radical movements and the Harlem Renaissance. Particular attention given to the function of class, gender and diasporic consciousness in shaping the history of this period. (Writing-intensive.) Prerequisite, one 100-level history course or consent of instructor. (Same as .) Maximum enrollment, 20. C Williams.

[353] Seminar on the Sixties.
Examination of a critical period in recent U.S. history, with special attention to the Civil Rights Movement, the Vietnam War, campus protest and the origins of the women's movement. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20.

[354S] The History of American Exploration and Outdoor Adventure.
The history and culture of the United States is bound up with that of the discovery and exploration of the New World. A focus on the meaning of that legacy for Americans from the 19th century on. Topics covered will include military exploration and surveys of the west, the development of a wilderness and a conservation ethic, and the growth of mountaineering and similar outdoor endeavors. Prerequisite, one 200-level U.S. history course. Maximum enrollment, 12.

359S The Early Republic, 1787 to 1815: From Philadelphia to New Orleans.
An intensive examination of the early history of the great American experiment in republican government from the Constitutional Convention to the Battle of New Orleans. Focus on the origin and ratification of the Constitution, rise of the first party system, slavery and its expansion, foreign relations, Jefferson's presidency, and War of 1812. The Federalist to be read in its entirety. (Writing-intensive.) Prerequisite, one 100-level history course. Maximum enrollment, 20. Paquette.

[360F] Mythical Histories in China and Japan.
Examination of how history is used to legitimate or critique institutions such as the Japanese emperor, philosophical regimes such as Confucian orthodoxy, social practices such as women's duties in an extended Chinese family or Marxist revolution. Emphasis on scrutiny of primary Chinese and Japanese texts in translation based on recent cultural theories such as deconstruction. (Writing-intensive.) Prerequisite, 270, 272, 280, 285 or consent of instructor. Maximum enrollment, 20.

[363F] Seminar: Colonial Encounters in Asia.
Examines encounters between Asian and Western peoples from Marco Polo to the present. Consideration of problems of orientalism/occidentalism and reassessment of the myth of the Western "impact" on Asia by learning how Asian peoples understood the West and the ways that Europe, too, was affected by these encounters. (Writing-intensive.) Prerequisite, consent of instructor. No knowledge of Asian history required. Maximum enrollment, 20.

[375] Gandhi: His Life and Times.
An examination of primary sources written by Mohandes K. Gandhi and his associates, as well as Gandhi's autobiography and other scholarly works. Emphasis will be placed on different approaches to understanding and capturing Gandhi's philosophy, his significance and his legacies in India, South Africa and the larger world. Topics include non-violence, the role of the individual in history and nationalist historiography. (Writing-intensive.) Prerequisite, one 200-level history course, or consent of instructor. Maximum enrollment, 20.

[378F] Topics in American Biography.
Previous topic -- Founders and Their Progeny: American Political and Social Thought, 1750-1865. Examination of biographical studies of and writings by individuals who shaped and challenged American political and social thought from the era of the Revolution to the Civil War. Emphasis on author's interpretation of subject's relation to historical context, varieties of biographical methods and close analysis of subjects' writings. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20.

[383] The Irish Republican Army.
Examines how scholars have reconceived the history of the IRA over the past 40 years. Illuminates the nationalist historiography of the IRA, then demonstrates how this was challenged by the "revisionist" movement in Irish history and, more recently, by innovative archival research and interdisciplinary study. (Writing-intensive.) Prerequisite, one 200-level history course, or consent of the instructor. Maximum enrollment, 12.

[387F] The American South in the Twentieth Century.
What is the South? Americans have long considered the South to be the most distinctive region in the country. Explores southern history from the Civil War to the present using social, political and cultural history considering the rise and fall of segregation, the emergence of the Sunbelt as an economic, political and social force, and the varieties of Southern culture. Also considers the vitality of regionalism and regional studies. In an era of mass markets, mass media, suburban homogenization and globalization, do regions still matter? (Writing-intensive.) Prerequisite, one 200-level course in American history or consent of the instructor. Maximum enrollment, 20.

[389F] Seminar: African-American Intellectual History.
Examination of the black intellectual tradition in African-American history, from its 18th-century roots to its presence in contemporary American life. Critically engages the various strategies African-American intellectuals have employed to address the condition of people of African descent in the United States. Explores how the black intellectual has been defined throughout African-American history, how such definitions have been legitimated and the place of class, gender and location in the legacy of African-American intellectual thought. (Writing-intensive.) Prerequisite, one 200-level American history course. (Same as Africana Studies 389.) Maximum enrollment, 12.

393S The Mexican Revolution in History and Memory.
Between 1910 and 1920, Mexico experienced the first social revolution of the 20th century. It left a paradoxical legacy. It brought popular mobilization, sweeping social and political reform, and cultural upheaval, but it also led to a remarkably durable authoritarian regime that lasted for most of the 20th century. A look at the causes, processes and long aftermath of the revolution. Themes include peasant politics, state formation, nationalism, memory, gender, ethnicity, labor and class identities, political violence and U.S.-Mexican relations. (Writing-intensive.) Prerequisite, one course in history or government. Maximum enrollment, 20. Rath.

394F Topics in American Religious History.
Topic for Fall 2010: Church and State in America, 1600-1900. Survey of the relation between religion and politics in America from era of English colonization through the 19th century. Topics include colonial church establishments; Roger Williams; Revolution and disestablishment; Jefferson and the “wall of separation”; providentialism and nationalism; nativism and anti-Catholicism; and the limits of separation. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. (Same as Religious Studies 394.) Maximum enrollment, 20. Ambrose.

[395S] The Soviet Union as a Multi-National State.
The USSR proclaimed that it was a revolutionary new political form, a state based on the voluntary union of the working classes from more than 100 different nationalities. Since its 1991 collapse, many just call the Soviet Union a particularly brutal empire. Explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. Maximum enrollment, 20.

396F Seminar: History of Gods.
A comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies, principally Greece, Rome, India, China, Korea and Japan. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism; myth and ritual; sacrifice; ritual performance; shamanism; cult; and devotion. (Writing-intensive.) Prerequisite, consent of instructor or relevant coursework in Asian studies, classics, history or religious studies. (Same as Religious Studies 396.) Maximum enrollment, 16. Wilson.

Spring 2009 01 (Wilson T)
Fall 2010 01 (Wilson T)

[397] Lives Against Apartheid.
Examines the experiences and objectives of protest against the apartheid regime in South Africa through the autobiographies and memoirs of leading participants in the anti-apartheid movement. Illuminates the different aspects of resistance to apartheid and demonstrates how autobiographies now contest the politics of protest and the legitimacy of authority in the post-apartheid, “non-racial” South African democracy. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. 278 strongly recommended, though not required. Maximum enrollment, 20.

[398] The Great Medieval Boom.
Known as the “High Middle Ages,” the period between the years 1000 and 1300 in Europe were marked by expansion in an amazing variety of areas: agricultural, economic, demographic, spiritual, technological. In many ways, the period laid the foundation for modernity, as Europe emerged from centuries of isolation and poverty. Examines in a seminar setting a number of perspectives on why this extraordinary shift took place. (Writing-intensive.) Maximum enrollment, 20.

401F,S Research Seminar in History.
Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected

topic, culminating in an original, interpretive essay. (Writing-intensive.) Prerequisite, concentration in history or consent of instructor. Open only to seniors. Maximum enrollment, 20. Williams (Fall); Isserman (Spring).

550F,S Senior Thesis.
A project limited to senior concentrators in history, resulting in a thesis supervised by a member of the department. Required of candidates for departmental honors. Ambrose.

551S Senior Thesis.
A project limited to senior concentrators in history, resulting in a thesis expanded beyond the work of 550. Prerequisite, 550 and consent of instructor. Ambrose.

Latin American Studies

Program Committee
Richard H. Seager (Religious Studies), *Director*
Emily Conover (Economics) (F)
Erich Fox Tree (Religious Studies)
M. Cecilia Hwangpo (Hispanic Studies)
Edna M. Rodriguez-Plate (Hispanic Studies) (F)

The interdisciplinary minor in Latin American Studies consists of five courses including a course in Latin American history, such as History 217, Sociology 217, History 107, or a similar course approved by the Director of the program; Sociology 225 or Government 216; one of the Hispanic Studies courses listed below; and two additional courses from the list below. Students who would like to fulfill requirements for the minor with courses taken at other institutions or in study abroad programs should consult with the program director.

ECONOMICS
340 Economic Development

GOVERNMENT
206 US Foreign Policy Toward Latin America
216 Politics in Latin America
239 Gender and Politics in Latin America

HISPANIC STUDIES
140 Conversation on Hispanic Cultures
200 Exploring Hispanic Texts
201 Spanish for Heritage/Bilingual Speakers
211 Introductory Study of Latin American Literature
217 Introduction to U.S. Latino/a Literatures
221 Representations of Mexico '68
251 Cultural Studies in Latin America
261 Writing, Self and Nation iin Latin America
263 1968: Massacre in Tlatelolco, Mexico City
271/371 Special Topics in Latin American Literature and Culture
281 Introduction to Latin American Short Fiction
283 Understanding the Caribbean World
301/401 Modernismo
303 Representing Gender in Latin America
310 Latin American Theatre
320/420 Contemporary Latin American Novel
341Memory, History and Fiction: Post-dictatorship's Narratives in the Southern Cone
365/465 Transatlantic Cinema
377 Latino/a Experiences in the United States
400 Senior Seminar

HISTORY
107 In Red, White and Black: Iberian Colonization of the Americas
217 Social History of Latin America

RELIGIOUS STUDIES
212 Borderland Religion

SOCIOLOGY
217 Social History of Latin America
225 Latin American Society

Mathematics

Faculty
Robert Kantrowitz, *Chair*
Richard E. Bedient (S)
Debra L. Boutin
Sally Cockburn
Zachariah E. Dietz
Andrew Dykstra
Timothy J. Kelly
Larry E. Knop
Michelle LeMasurier
Robert Redfield

A concentration in mathematics consists of nine courses including the required courses 113; 114, 115 or 215; 224; 215, 231, 234, 235 or 253; 314, 325, 437 and two electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 320 may be counted as a lower-level elective toward the concentration. Students may earn departmental honors by completing courses that satisfy the concentration with an average of 3.6 or higher, by taking a third elective that is at the 300 level or higher, and by making a public presentation to the department on a mathematical topic during their junior or senior year.

A minor in mathematics consists of 113, 224 and three mathematics electives. One of the electives is normally 114 or 215 and at least one of them must have 224 as a prerequisite.

100F,S Statistical Reasoning and Data Analysis.
An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social and behavioral sciences. (Quantitative and Symbolic Reasoning.) Not open to students who have taken a calculus course, Economics 265 or Psychology 280. May not be counted toward the concentration or the minor. Maximum enrollment, 25. Dietz.

[101F] Fractal Geometry and Chaos Theory.
A visual introduction to the geometry of fractals and the dynamics of chaos. Study of mathematical patterns repeating on many levels and expressions of these patterns in nature. Extensive use of computers, but no computer expertise assumed. Placement subject to approval of the department. Not open to students who have taken a calculus course or 123. May not be counted toward the concentration or the minor. Maximum enrollment, 20.

[103F] Explorations in Mathematics.
A study of topics selected from scheduling, ways of counting, probability and statistics, geometry, social choice and decision making. Placement subject to approval of the department. Not open to students who have taken a calculus course or 123. May not be counted toward the concentration or the minor.

[108F] Transformation Geometry.
An introduction to transformations of the plane. Topics include line reflections, rotations, glide reflections, groups of isometries and symmetry groups. May not be counted toward the concentration or the minor. Maximum enrollment, 25.

113F,S Calculus I.
Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems and integrals. (Quantitative and Symbolic Reasoning.) Four hours of class. The Department.

Fall 2006 02 (Boutin D)
Fall 2008 01 (Gries D)
Fall 2008 02 (Kantrowitz R)
Fall 2008 03 (Kantrowitz R)
Fall 2008 04 (Gries D)

114F,S Calculus II.
A continuation of the study begun in 113 and an introduction to the study of differential and integral calculus of several variables. Four hours of class. (Quantitative and Symbolic Reasoning.) Prerequisite, 113 or placement by the department. Successful completion of 114 carries credit for both 113 and 114 for those students placed into 114. The Department.

Fall 2005 03 (Boutin D)
Fall 2007 02 (LeMasurier M)

Fall 2007 03 (LeMasurier M)
Fall 2008 01 (Redfield R)
Fall 2008 02 (LeMasurier M)
Fall 2008 03 (LeMasurier M)

115F Calculus IIA.
A second course in calculus designed specifically for students who have taken AP Calculus BC, or equivalent. Topics include vector functions, functions of several variables, partial derivatives, multiple integrals and other areas. Three hours of class. Successful completion of 115 carries credit for both 113 and 115 for those students placed into 115. (Quantitative and Symbolic Reasoning.) The Department.

Fall 2008 01 (Bedient R)

201F,S Topics in Mathematics.
Self-designed exploration of mathematical theory or applications that may include concentrated study of a narrowly focused topic, guest lectures, faculty and/or student presentations, independent research in the mathematical literature or a field experience. Course ends with an oral presentation in which the student summarizes the mathematics learned in the process. Prerequisite, consent of instructor. One-quarter course credit based on Satisfactory/Unsatisfactory. May be taken more than once with consent of the department. The Department.

215S Vector Calculus.
Topics in vector calculus, generalizing those from 114, including divergence, curl, line and surface integrals, Stokes theorem and applications to science, engineering and other areas. (Quantitative and Symbolic Reasoning.) Prerequisite, 114 or consent of instructor. Successful completion of 215 carries credit for both 113 and 215 for those students placed into 215. First-year students require permission of the instructor. The Department.

224F,S Linear Algebra.
An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems and eigenvalues; mathematical and physical applications. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 114 or 215 or consent of instructor. Maximum enrollment, 20. The Department.

Spring 2006 03 (Boutin D)
Spring 2009 03 (LeMasurier M)
Spring 2010 03 (Boutin D)
Spring 2010 04 (Boutin D)

[231S] Introduction to Optimization.
An introduction to solving optimization problems involving linear functions subject to linear constraints (linear programming). Topics include the simplex method, duality theory, game theory and integer programming. Features applications to economics, computer science and other areas. Prerequisite, 224.

234F Combinatorics.
Topics include enumeration, design theory and error correcting codes. Enumeration theory covers methods of counting objects with a given description (used to compute probabilities and to estimate computer program running times). Design theory covers methods for creating collections of sets meeting given criteria (used in experimental design). Error correcting codes covers how small errors can be identified and corrected (used in MP3 players, DVDs, cable TV). Prerequisite, 224. Boutin.

235F,S Differential Equations.
Theory and applications of differential equations, including first-order equations, second-order linear equations, systems of equations, and qualitative and numerical methods. (Oral Presentations.) Prerequisite, 114, 115 or 215, and 224. Maximum enrollment, 24. LeMasurier (fall), Dykstra (spring).

Spring 2007 01 (LeMasurier M)
Spring 2007 02 (LeMasurier M)

253F,S Statistical Analysis of Data.
An introduction to the principles and methods of applied statistics. Topics include exploratory data analysis, sampling distributions, confidence intervals, hypothesis testing, regression analysis, analysis of variance and categorical data analysis. Extensive reliance on authentic data and statistical computer software. (Quantitative and Symbolic Reasoning.) Prerequisite, 113 or departmental placement. Not open to students who have taken 100. Maximum enrollment, 25. Dietz.

[262S] Geometries.
A survey of geometries including Euclidean, hyperbolic, spherical and transformational. Uses analytic methods from calculus and linear algebra as well as standard geometric approaches. Seminar-style with a focus on reading, writing and presenting mathematics. Prerequisite, 224.

Spring 2006 01 (Boutin D)
Fall 2007 01 (Boutin D)

[313F] Knot Theory.

An introduction to knot theory. Topics include classification of different types of knots, the relations between knots and surfaces, and applications of knots to a variety of fields. Prerequisite, 224.

314F,S Real Analysis.
An introduction to analysis. Topics include sequences, series, continuity and metric spaces. (Writing-intensive.) Prerequisite, 114 or 215, and 224. Maximum enrollment, 20. The Department.

[315S] Functional Analysis.
An introduction to functional analysis. Topics include metric and normed linear spaces, including sequence spaces, function spaces, and Banach spaces, Banach's fixed point theorem and bounded linear mappings. Prerequisite, 314 or consent of instructor.

[318S] Complex Analysis.
An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Liouville theorem, Taylor and Laurent expansions, Residue theory. Prerequisite, 314.

Spring 2007 01 (LeMasurier M)

[322S] Graph Theory.
An introduction to the theory and applications of graph theory. Topics include: trees; Eulerian and Hamiltonian graphs; vertex-, edge- and map-colorings; digraphs; optimization algorithms including network flow, minimum spanning trees and matching theory; and connectivity. Prerequisite, 224.

[323S] Graph Theory and Combinatorics.
An introduction to the theory and applications of graph theory and combinatorics, suitable for both mathematics and computer science concentrators. Topics include generating functions, recurrence relations, inclusion-exclusion, transversal theory, covering circuits, graph colorings, independent set, planarity. Prerequisite, 224 or both 123 and Computer Science 210.

[324S] Linear Algebra II.
A continuation of 224, with emphasis on the study of linear operators on complex vector spaces, invariant subspaces, generalized eigenvectors and inner product spaces. Prerequisite, 224.

325F,S Modern Algebra.
An introduction to the three fundamental structures of abstract algebra: groups, rings and fields. (Writing-intensive.) Prerequisite, 224. Maximum enrollment, 20. Redfield (fall), Boutin (spring).

Spring 2005 01 (Boutin D)
Spring 2010 01 (Boutin D)

[327S] Cryptography.
An introduction to cryptography, the study of enciphering messages. Topics covered include symmetric key cryptosystems, public key cryptosystems and primality testing. Prerequisite, 325 or consent of instructor.

[335S] Differential Equations II.
A continuation of 235, with emphasis on techniques for studying nonlinear dynamical systems. Topics include equilibria in nonlinear systems, bifurcations, limit sets, the Poincare-Bendixon theorem, strange attractors, discrete dynamical systems and symbolic dynamics. Prerequisite, 235 and 314.

337S Partial Differential Equations.
Theory and applications of partial differential equations. Topics include separation of variables, Fourier series and transforms, and the Laplace, heat and wave equations. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224 and Math 235. Dykstra.

351F Probability Theory and Applications.
An introduction to probability theory, including probability spaces, random variables, expected values, multivariate distributions and the central limit theorem, with applications to other disciplines and an emphasis on simulation as an exploratory tool. Prerequisite, 114 or 215, and 224. 224 may be taken concurrently. Knop.

352S Mathematical Statistics and Applications.
Study of the mathematical theory underlying statistical methodology. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance and nonparametric statistics, with applications to a variety of disciplines. Prerequisite, 351. T Kelly.

361S Number Theory.
Number theory is the study of the properties of the positive integers. Topics include divisibility, congruences, quadratic reciprocity, numerical functions, diophantine equations, continued fractions, distribution of primes. (Quantitative and Symbolic Reasoning.) Prerequisite, 325 or consent of instructor. Redfield.

365S Fractal Geometry: Concepts and Applications.
Considers the mathematics behind the stunning visual images of fractals. Topics will include self-similarity, dimension, Julia sets, the Mandelbrot set, circle inversions, cellular automata and basins of attraction. Students will present topics of their choosing. Prerequisite, 224. Bedient.

437F Senior Seminar in Mathematics.
Study of a major topic through literature, student presentations and group discussions, with an emphasis on student presentations of student-generated results. Choice of topic to be determined by the department in consultation with its senior concentrators. The Department.

Fall 2006 08 (Boutin D)

437-11F Senior Seminar in Dynamics.
Various topics from discrete dynamics are explored by working through a series of exploratory modules. Students work in teams and present their findings to the class. Topics include fixed points and their classifications, cycles and their classifications, fractal sets, sensitive dependence and chaos, symbolic dynamics and Sharkovskii's periodic point theorem. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Maximum enrollment, 12. LeMasurier.

450F,S Senior Research.
A project for senior concentrators in mathematics, in addition to participation in the Senior Seminar. Prerequisite, consent of department. The Department.

Seminars offered in recent years

[437-01] Senior Seminar in Algebra.
Explorations in finite group theory through the generation of counter-examples of minimal order. Students produce and publish a book of their results. Prerequisite, 325. Maximum enrollment, 12.

[437-03F] Senior Seminar in Mathematical Modeling.
The description of biological, physical and social phenomena using the language of mathematics. Focuses on the construction of software-based mathematical models and on the analysis and critique of such models. Prerequisite, Math 235 and 253, or consent of the instructor. Maximum enrollment, 12.

437-04F Senior Seminar in Statistics.
A continuation of studies in mathematical statistics and the analysis of data. Topics include maximum likelihood estimation, regression, analysis of variance and design of experiments. Prerequisite, 251 or 351, and 253 or 352. Maximum enrollment, 12. T Kelly.

437-05 Senior Seminar in Topology.
Students jointly produce a textbook based on an outline provided. Topics include topological spaces, continuity of maps and homeomorphism. Spaces are described as connected and Hausdorff. The fundamental group is computed and used to classify various spaces. Maximum enrollment, 12. Bedient.

[437-08F] Senior Seminar in Graph Symmetries.
Focuses on symmetries of simple and directed graphs. Graphs studied include the integer lattice, Kneser graphs, hypercubes, Cayley graphs. Given an outline containing definitions, theorems, and conjectures, students find examples, proofs and counterexamples, and create a course text with their results. No prior knowledge of graph theory is needed. Prerequisite, 325. Maximum enrollment, 12.

437-09F Senior Seminar in Philosophical Foundations of Mathematics.
The first half of this seminar focuses on the set theoretical foundations of mathematics, including ordered sets, ordinal and cardinal numbers, and the classic set paradoxes. Students will be given definitions for which they must find examples and theorems for which they must find proofs. Readings includes classic papers in the philosophy of mathematics by such authors as Bertrand Russell, Kurt Gödel, David Hilbert, A. J. Ayer and Henri Poincaré. Final paper required. Prerequisite, 314. Maximum enrollment, 12. Cockburn.

437-10F Senior Seminar in the History of Mathematics.
Survey of the history of mathematics through the nineteenth century, including the mathematics of ancient civilizations and the roots of fundamental concepts. (Oral Presentations.) Prerequisite, 224. Maximum enrollment, 12. Redfield.

Medieval and Renaissance Studies

Faculty
Katherine H. Terrell, *Acting Director* (English)
Roberta L. Krueger, *Director* (French) (JYF-FS)
Lydia R. Hamessley (Music) S
John C. McEnroe (Art History) S
Anjela M.C. Peck (Comparative Literature) FS

The Medieval and Renaissance Studies Program offers an interdisciplinary minor consisting of five courses taken within at least three disciplines (Art History, Comparative Literature, English, French, Hispanic Studies, History, Music). One of the five courses must be a history course and two of the courses must be taken in the same department.

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments.

ART HISTORY
270 Visual Culture of the Middle Ages
282 The Renaissance: Reframing the Golden Age

COMPARATIVE LITERATURE
284 From Harlot to Saint: Muslim Women, Christian Women and Other Women

ENGLISH
221 Introduction to Old English
222 Chaucer: Gender and Genre
293 The Making of English
323 Other Worlds in Middle English Literature
225 Shakespeare
228 Milton
327 English Renaissance Literature 1550-1660
328 English Renaissance Drama
329 When God Shakes a Kingdom
427 Shakespeare in Context
428 Muslims, Women, and Jews: Alterity and Identity in the Middle Ages

FRENCH
403 In Her Own Voice: French Women Writers of the Middle Ages and the Renaissance
406 Comic Visions in French Literature from the Fabliau to Figaro
414 East Meets West: Cultural Encounters in Medieval French Literature
416 Saints and Sinners in Medieval French Literature

HISPANIC STUDIES
300 Medieval Spanish Literature

HISTORY
206 Medieval Europe
320 Power and Lordship in Medieval Europe

LATIN
390 Topics in Roman Society and Culture:
Medieval Latin

MUSIC
251 Music in Europe Before 1600

Music

Faculty
Lydia R. Hamessley, *Chair* (S)
Rebecca Bodenheimer
Heather R. Buchman
Robert G. Hopkins
G. Roberts Kolb, *Acting Chair (Spring)*
Samuel F. Pellman
Michael E. Woods

Special Appointments
Rick Balestra
Suzanne Beevers
Stephen Best
Janet Brown
Paul Charbonneau
Mike Cirmo
Jon R. Garland
Linda Greene
Eric Gustafson
Jim Johns
Lauralyn Kolb
Allan Kolsky
Ursula Kwasnicka
Raymond W. Larzelere
Rick Montalbano
Colleen R. Pellman
Vladimir Pritsker
Darryl Pugh
Gregory Quick
John Raschella
Monk Rowe
Patricia Sharpe
Jesse Sprole
Jeff Stockham
Sar-Shalom Strong
Ubaldo Valli
Jon Fredric West

A concentration in music comprises 11 courses: 209, 210, 251, 252, 253, 254 or 259, 280 and 281 (half-credit courses), 350, 351, the Senior Project (450-451 or 452), and one course credit in performance (from among courses in solo performance and/or group performance). A more complete description of the Senior Project is available from the department. Prerequisite for 209: 109 or placement through department placement exam; prerequisites for 280 and 281: 180 and 181 respectively. Concentrators are also expected to participate in departmental ensembles in each semester. Students contemplating graduate work in music should consult with a member of the department at an early date. Honors in music will be awarded on the basis of a cumulative average of 3.5 (90) or above in all courses required for the major, as well as distinguished achievement on the Senior Project.

A minor in music comprises five courses: 209, two courses from among 251, 252, 253, and 254 or 259; one course credit in performance (from among courses in solo performance and/or group performance); and one other full-credit course except 109.

Music 104, 154, and 160 are open to juniors; 109 is open to both juniors and seniors. Juniors and seniors without prior courses in the department may enroll in 258 and 420.

Courses in Literature and History of Music

104F Masterpieces of Western Music.
A listening course based on the study of selected masterpieces of Western music in their historical context. Emphasis on listening skills and the evaluation of cultural and musical meanings. Includes instrumental and vocal works by Monteverdi, Handel, Mozart, Beethoven, Verdi and Stravinsky. No ability to read music is assumed or required. Not open to seniors or students who have taken

258. (Writing-intensive.) Maximum enrollment, 20. Hopkins.

[108] From Words to Song.
An exploration of the relationship between words and music — of the many and different ways in which the meanings and emotions of the words have (and have not) been expressed through music in the last millennium. (Writing-intensive.) (Proseminar.) No previous knowledge of music required. Not open to seniors. Maximum enrollment, 16.

115F Music in American Cultures.
A study of musical practices, particularly those resulting from cross-cultural interactions, that contribute to the multiplicity of cultural practices in the United States. Includes Native-, African-, Anglo-, Latin-, Asian- and Mexican-American musics and covers topics such as minstrelsy, hip-hop, salsa, jazz, civil rights, music videos and gender. Investigates how musical practices establish and inform people's identities. Emphasis on developing listening skills and a musical vocabulary applicable to various genres and styles in order to engage in active and critical listening and analysis. (Proseminar.) No ability to read music is assumed or required. Not open to seniors unless approved by department. (Same as American Studies 115.) Maximum enrollment, 16. Bodenheimer.

118S Afro-diasporic Musics of Latin America and the Caribbean.
An overview of Afro-diasporic musical practices from the Caribbean and Latin America. Studies emergence of Afro-diasporic musics within the context of the transatlantic slave trade and resultant musical exchanges with Europeans and, in some cases, indigenous peoples. Covers different categories of music – i.e., popular, traditional, and religious – and traditions from Anglophone and Francophone Caribbean in addition to Latin America. Examples: Cuban _son_, Brazilian _samba_. Draws connections between communities of African descent within Americas, studying both similarities and differences. (Proseminar.) Prerequisite, Not open to seniors unless approved by department chair. No previous musical knowledge required. (Same as American Studies 118.) Maximum enrollment, 16. Bodenheimer.

[154] Music of the World's Peoples.
A study of selected cultures around the world, including Native American music of North America, sub-Saharan African music, African-American music in the United States, Latin American music and the classical traditions of India, Indonesia and Japan. Consideration given to musical style and the role of music in these cultures. (Proseminar.) Not open to seniors. Maximum enrollment, 16.

160F History of Jazz.
A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz. Not open to seniors. (Same as Africana Studies 160.) Woods.

207S Routes of Sound: Music and Migration.
Explores various issues surrounding music and migration. Examines wide range of immigrant experiences and musical communities, including economic migrants, political exiles, and refugees of war. Course topics not limited to the United States, but instead cover a broad range of immigrant experiences on several continents; e.g., Chinese music in the United States, East Indian music in Trinidad. Emphasis on issues related to migration and musical performance, such as race, musical hybridity, and transnational musical exchanges between home and destination country. Prerequisite, one course in Africana Studies, American Studies, Anthropology, Asian Studies, Comparative Literature, English, History, Latin American Studies, Government, or Sociology. (Same as American Studies 207.) Bodenheimer.

[208] Women in Music.
A critical examination of popular and art music from women's perspectives in relation to race, class and sexuality. Topics include women as performers and composers, representations of women in music, musical criticism and cultural values that have affected women's participation in musical life. (Same as Women's Studies 208.)

251F Music in Europe Before 1600.
A study and analysis of major developments in style of Western music to 1600, including early music theory, the rise of notation and polyphony, the relationship between music and text, and problems of performance practice. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 109. Maximum enrollment, 20. Hamessley.

252S Music in Europe, 1600 to 1900.
A study and analysis of major developments in style of Western music between 1600 and 1900, including the birth and development of opera, the growth of the concerto and symphony, the proliferation of program music and consideration of the varied audiences for whom composers of the Baroque, Classical and Romantic periods were writing. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Proseminar.) Prerequisite, 109. Maximum enrollment, 16. Hopkins.

Spring 2006 01 (Hopkins R)

[253] Music in Europe and America Since 1900.
A study and analysis of major developments in style of Western music since 1900, in particular the dissolution of tonality in the first decades of the century, the alternatives to traditional tonality that developed subsequently and the proliferation of styles in more recent years. Consideration of the influence of political, economic, technological and cultural environments on these developments. (Proseminar.) Prerequisite, 109. Maximum enrollment, 16.

Fall 2006 01 (Buchman H)

[254] Studies in World Music.
Examination of selected non-Western music cultures with primary emphasis on West African drumming and Javanese gamelan traditions. Focus on musical procedures as well as cultural uses of the music and corollary arts. Includes hands-on performance in the traditions studied. (Proseminar.) Prerequisite, 154 or consent of instructor. Offered every other year. Maximum enrollment, 16.

258F Opera.
Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo, The Marriage of Figaro, Otello, The Turn of the Screw* and *Candide*. Prerequisite, two courses in music or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.) Maximum enrollment, 24. Hamessley and Kruidenier Tolliver.

259S Studies in Jazz.
A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz. Prerequisite, 160 or consent of instructor. (Same as Africana Studies 259.) Woods.

[262] African-American Popular Music.
A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists. Prerequisite, one full-credit course in music. (Same as Africana Studies 262.)

[420] Seminar: American Folk Revivals.
Study of the various folk revivals that marked 20th-century U.S. cultural life, from the publication of the first song collections of Lila W. Edmonds and Cecil B. Sharp to the Washington Square scene in New York's Greenwich Village. Grounded in the study of the music and its circulation, the course will also examine the impact of these revivals on dance, film, literature, and politics. Prerequisite, two courses in music, history or English (in any combination), or consent of instructors. Offered every other year. (Same as American Studies 420). Maximum enrollment, 12.

Spring 2010 01 (Hamessley L,Kodat C)

Courses in Performance

125F,S Applied Music.
The study of music through lessons in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Half-hour tutorial for one-quarter credit. Based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. Students may repeat courses for credit in Applied Music to a maximum of four semesters of study in any given instrument with the consent of the instructor. Following successful completion of four semesters of Applied Music, the student must advance to Solo Performance for further study for credit. The Department.

126F,S Applied Music.
The study of music through lessons in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit. Based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. Students may repeat courses for credit in Applied Music to a maximum of four semesters of study in any given instrument with the consent of the instructor. Following successful completion of four semesters of Applied Music, the student must advance to Solo Performance for further study for credit. The Department.

141-142F,S Group Performance.
The study of music through performance in one or more of the following: Orchestra (Buchman), Brass Lab (Buchman), Woodwind Lab (Buchman), College Choir (G. Kolb), Oratorio Society (G. Kolb), Jazz Ensemble (Woods) and Jazz Improvisation (Woods). Prerequisite, consent of instructor. (Oratorio is graded S/U and is open to seniors by audition only. Jazz Improvisation is graded S/U.). One-quarter course credit each semester. May be repeated. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. The Department.

216F Conducting.
The elements of conducting, including baton technique, aural perception, rehearsal techniques and score study (both instrumental and choral). Prerequisite, any 200-level full-credit music course. Concurrent participation in a college ensemble required. G Kolb.

225F,S Solo Performance.
The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Half-hour tutorial for one-half credit. Students must participate in at least one public performance per semester as specified in the *Music Department Handbook*. Prerequisite, consent of instructor. Successful completion of, or placement out of, Music 109 must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

226F,S Solo Performance.
The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit. Students must participate in at least one public performance per semester as specified in the *Music Department Handbook*. Prerequisite, consent of instructor. Successful completion of, or placement out of, Music 109 must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

241-242F,S Advanced Group Performance.
The study of music through chamber performance in one or more of the following: Instrumental Chamber Ensembles (Buchman), College Hill Singers (G. Kolb), Jazz Combo (Woods). Co-requisite, concurrent registration in the corresponding Group Performance ensemble required; i.e., Orchestra, College Choir or Jazz Ensemble respectively, and consent of instructor. One-quarter course credit each semester. May be repeated. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. The Department.

326F,S Advanced Solo Performance.
The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit required for and open only to students who are preparing half or full recitals approved by the Music Department. Prerequisite, successful completion of at least two semesters of Solo Performance, 109 and consent of instructor. Students may only enroll in Advanced Solo Performance upon completion of or co-registration in 209 or one course in literature and history of music at the 200 level. May be repeated for credit. A fee is charged. The Department.

Courses in Theory and Composition

109F,S Theories of Music: Fundamentals.
Intensive training in the fundamentals of music, with an emphasis on the study of melodic structures, harmonic intervals and chords, rhythm and meter, and basic musical forms. Regular written assignments, including computer assignments aimed to develop musicianship skills. (Quantitative and Symbolic Reasoning.) Prerequisite, Mus 125, 126, 225, 226, 141, or 142 and ability to read music in at least one clef. Prospective music concentrators are strongly urged to register concurrently in 180 and 181. May not be counted toward the minor. Hopkins (fall); S Pellman (spring).

Fall 2006 01 (Hopkins R)

180F Basic Aural Skills.
Introduction to aural understanding through sight-singing, dictation and the rudiments of music notation. Diatonic major scales and keys, diatonic intervals, diatonic melodies, tonic and dominant arpeggiation, an introduction to minor scales and keys, cadences, rhythms in simple and compound meters. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Hamessley.

181F,S Basic Keyboard Skills.
Introduction to keyboard skills including note identification, intervals, major and minor scales, triad identification, 7th chords, simple chord progressions and basic sight-reading. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Not open to seniors. Best.

209F Theories of Music: Counterpoint and Harmony.
A study of counterpoint, voice-leading, harmonic progressions and chromatic harmony. Consideration of common processes in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is highly recommended for prospective music concentrators. (Quantitative and Symbolic Reasoning.) Prerequisite, 109 and 180 (may be taken concurrently). Hopkins.

Fall 2007 01 (Hopkins R)

210S Theories of Music: Musical Forms.
Analytical techniques and analysis of common musical forms from many traditions, including European classical, popular, jazz and other music from around the world. Consideration of common structures in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is highly recommended for prospective music concentrators. Prerequisite, 209 and 280 (may be taken concurrently). Hopkins.

Spring 2004 01 (Hopkins R)

213S Jazz Arranging.
The theoretical designs used in combo, big band and third-stream writing. Coverage of jazz scales, chords, voicings, ranges and tonal properties. Students are expected to compose and copy the parts to three compositions, one of which will be read and recorded. Prerequisite, 209. Woods.

277F Music for Contemporary Media.
Experience with the aesthetics and techniques of the modern recording studio, including the uses of sound synthesizers, digital samplers and MIDI. Creative projects using these techniques. Prerequisite, ability to read music in at least one clef. Three hours of

class and three hours of studio. Maximum enrollment, 14. S Pellman.

280S Intermediate Aural Skills.
A continuation of 180. Development of aural understanding through sight-singing and dictation. Tonic and dominant arpeggiation in inversion, diatonic melodies with simple modulation, further work in minor keys, introduction to alto and tenor clefs, chromatic intervals, harmonic progressions, rhythms in mixed meters, modal scales. May be repeated for credit with the consent of instructor. One-half course credit. Prerequisite, 180 and consent of instructor. Buchman.

281F,S Intermediate Keyboard Skills.
A continuation of 181. Four-part chord progression reading, alto and tenor clef, melodic transposition, introduction to figured harmony, chord progressions, intermediate sight-reading. One-half course credit. May be repeated for credit. Prerequisite, 181 and consent of instructor. Best.

[368] Seminar in Musical Composition.
Contemporary techniques of musical composition, including notational practices and score preparation. Emphasis on developing the ability to structure musical ideas in a series of short pieces in a variety of media, culminating in the presentation of selected works in a studio recital. Prerequisite, 209. (Offered in alternate years.) Maximum enrollment, 12.

[369] Advanced Musical Composition.
A continuation of 368. Students work on individual projects involving more extended musical forms. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, 368. Maximum enrollment, 3.

377S Electronic Arts Workshop.
Emphasis on collaborative work among computer musicians, digital photographers and videographers in the creation of visual/musical works. Other projects will include transmedia installations or performance art pieces. Prerequisite, 277, Art 313 or Art 302 with consent of instructors. (Same as Art 377 .) Maximum enrollment, 14. Gant and S Pellman.

380F,S Advanced Aural Skills.
A continuation of 280. Development of aural understanding through sight-singing and dictation. More extensive modulation of melodies and harmonic progressions, aural analysis of small binary forms, further work in alto and tenor clefs. One-half course credit. May be repeated for credit. Prerequisite, 280 and consent of instructor. Hamessley.

381F,S Advanced Keyboard Skills.
A continuation of 281. May include continued work in alto and tenor clef, reading open scores, more advanced figured harmony and advanced sight-reading. One-half course credit. May be repeated for credit. Prerequisite, 281 and consent of instructor. Best.

Third-year Seminars and the Senior Project

350F Topics in Music.
In-depth consideration of topics in music theory, history, composition and performance. Topics for 2010: Orchestration and Score Study; Music and Film; and CSound Applications. (Oral Presentations.) Prerequisite, 210 and one additional full-credit music course at the 200 level. Buchman, Hamessley, S Pellman.

351S Topics in Music.
In-depth consideration of topics in music theory, history, composition and performance. Topics for 2010: Editing Renaissance Music; Bernstein's "Candide"; and Jazz Greats. (Oral Presentations.) Prerequisite, 210 and 251 (251 may be taken concurrently) or consent of instructor. G Kolb, Hopkins, Woods.

450F Senior Project I.
Supervised work on a specific project based on proposals submitted to the department by the end of the student's junior year. Prerequisite, consent of department prior to second semester of student's junior year. One-half credit. Open to seniors only. Not open to students who have taken 452. The Department.

451S Senior Project II.
Completion of senior project. Prerequisite, 450. One-half credit. The Department.

452F,S Senior Project.
Supervised work on a specific project based on proposals submitted to the department by the end of the student's junior year. Prerequisite, consent of department prior to second semester of student's junior year. Open to seniors only; not open to students who have taken 450/451. The Department.

Neuroscience

Faculty
Douglas A. Weldon (Psychology)*, Director* (FS)
Serena Butcher (Psychology)
David A. Gapp (Biology)
Herman K. Lehman (Biology)
Jeremy I. Skipper (Psychology)
Jonathan Vaughan (Psychology)*, Acting Director (Fall, Spring)*

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. The concentration consists of 12 courses, which must include: Biology 101 and 102, or 115 and another biology course at the 200 level or above; Chemistry 120 or 125, and 190; Psychology 101, 201 and 205; a biology or psychology elective at the 200 level or above, or Chemistry 270; Neural Plasticity (330); either Cognitive Neuroscience (370) or Language, Action and Brain (347); Cellular Neurobiology (357); and the Senior Project. Program honors recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in neuroscience are advised to take Chemistry 255, Mathematics 113-114, Computer Science 110-111 and Physics 100-105.

198F,S Collaborative Research in Psychology.
Students will work on a project with an instructor. Focus on laboratory data collection and analysis. Readings to illustrate hypotheses investigated in the laboratory. Prerequisite, Permission of the instructor. Four-five hours per week of lab work. Does not count toward concentration requirements. One quarter credit. Credit/No Credit only. Course may be repeated for credit. (Same as Psychology 198.) The Department.

201F,S Statistics and Research Methods in Psychology.
The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Instruction in research design and methodological issues. Students will complete five projects involving data collection, data analysis, and communication of findings in APA style. Use of the statistical computer program SPSS to analyze data. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 101. Not open to students who have taken 280. (Same as Psychology 201.) Borton and McKee (Fall); Pierce and Yee (Spring).

205F,S Introduction to Brain and Behavior.
Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion and behavior disorders. (Oral Presentations.) Prerequisite, 101 or Biology 102 or 115. (Same as Psychology 205.) The Department.

232S Human Neuropsychology.
Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101 or Biology 102 or 115, or consent of instructor. (Same as Psychology 232.) Vaughan.

[330] Neural Plasticity.
An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 205 or Biology 102 or 115. (Same as Psychology 330 and Biology 330.) Maximum enrollment, 18.

347S Language, Action and Brain.
Study of the social cognitive neuroscience of language, with emphasis on how the brain processes verbal and non-verbal information for the purpose of communication. Analysis of neuroimaging data related to real-world language use. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 201, and either 205 or 232. (Same as Psychology 347.) Maximum enrollment, 20. Skipper.

[352] Psychopharmacology.
A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 242. (Same as Psychology 352.)

357F Cellular Neurobiology.
A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory.

Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Biology 357.) Lehman.

[370] Cognitive Neuroscience.
Study of brain processes involved in cognition with a focus on current research designs and techniques. Class discussions will focus on journal articles reporting studies on sensory, motor, affective, executive and memory systems. Laboratory exercises will include analysis of data from brain scan, electroencephalographic and neuronal recording studies. (Oral Presentations.) Prerequisite, 280. (Same as Psychology 370.) Maximum enrollment, 20.

500F-501S Senior Project.
Supervised research on a specific problem in neuroscience based on proposals submitted to the faculty in the spring of the junior year. Open to senior concentrators. The Department.

Oral Communication

Faculty
Susan A. Mason, *Director*
James E. Helmer, *Coordinator*

Though not a concentration, courses in oral communication enable students to develop thinking and communication skills necessary for success in other Hamilton courses requiring intensive interaction, such as in Proseminars and the Senior Program. Through variable credit instruction in classrooms, labs and in the field, students experience a wide variety of innovative learning opportunities. Oral communication coursework provides regular academic credit toward graduation requirements. Unless otherwise noted by a concentration, oral communication credits may not be applied toward requirements for a student's concentration.

100F,S Oral Presentations: Principles and Practices.
Abbreviated study of fundamental principles with emphasis on organization, development, and oral delivery. Designed for students who wish to increase confidence and overall effectiveness in making oral presentations. Videotaping. Repeatable for credit with permission of director. (Oral Presentations.) One-quarter course credit. Maximum enrollment, 18. Helmer and Mason.

Fall 2006 02 (Helmer J)

210S The Rhetorical Act.
Study and application of rhetorical principles and concepts that guide the creation and delivery of effective public speeches. Students create, deliver, and critique speeches, demonstrating their understanding of structural, substantive, and aesthetic components of oral discourse and how these elements are adapted to different purposes and audiences. (Oral Presentations.) Maximum enrollment, 18. J Helmer.

Philosophy

Faculty
A. Todd Franklin, *Chair*
Katheryn H. Doran
Marianne Janack
Russell Marcus
Martin Shuster
Robert L. Simon
Richard W. Werner

The concentration in philosophy consists of 10 courses:

1. 201, 203, 355 and 550.
2. one logic course: either 100, 200 or 240.
3. three additional courses at or above the 400 level, none of which may be cross-listed from outside the department.
4. two electives in philosophy with no more than one of them at the 100 level and no more than one of them cross-listed from outside the department.

Concentrators must take at least one 400-level course from epistemology, metaphysics or philosophy of science, and another from the history of philosophy, ethics or aesthetics. Courses cross-listed from outside the department will not be counted toward the concentration without approval of the department.

Concentrators normally complete 201, 203 and the logic requirement (either 100, 200 or 240) by the end of their sophomore year. Concentrators normally complete 355 by the end of the junior year.

Senior concentrators complete the Senior Seminar (550) in the fall of the senior year. Each student in 550 will complete a senior writing project. Concentrators planning to do theses (551) in the spring will also work on thesis proposals. Students will be admitted to Senior Thesis (551) only if a formal thesis proposal submitted in the fall is approved by the department. Candidates for honors must have a cumulative average of at least 3.5 (90) in their philosophy courses, have had their 551 proposals accepted by the department, and submit and successfully defend orally the 551 thesis during the spring semester of their senior year.

A minor in philosophy can be of two kinds: standard (five courses consisting of one course from among 100, 200 or 240; 201, 203 and two other courses); or correlative (five courses in philosophy correlative to the field of concentration and approved by the department).

First-year students, sophomores and juniors may enroll in 200, 201 or 203 with no prerequisites.

100F Critical Thinking.
An introduction to informal methods of evaluating claims and arguments in everyday life. Emphasis on the recognition of bad reasoning, nonrational persuasion, and the evaluation of explanations and arguments. Includes lecture, discussion and small group interaction. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 20. Doran.

[110S] Introduction to Philosophy.
An introductory examination of a number of perennial philosophical questions and their treatments by both classical thinkers and more contemporary philosophers. Topics to be discussed may include the existence of God, the possibility of knowledge, the problem of induction, identity and material constitution, the nature of mind, the nature of the good, and the relationship between the individual and the state. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 20.

111F Contemporary Moral Issues.
Introduction to moral reasoning. Discussion of contemporary moral problems, such as racism, environmental ethics, euthanasia, abortion, terrorism and war. Explores issues especially prominent for college students, including gender and sexuality, and political correctness. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. Werner.

112F Telling Right from Wrong.
Philosophical inquiry into whether or not any of our moral beliefs can be justified and intensive examination of specific moral theories, including theories of justice, equality and rights. (Writing-intensive.) (Proseminar.) Open only to first-years. Maximum enrollment, 16. Simon.

[113] Introduction to Ethical Theory.
An introduction to theories of ethics through reading and analysis of classic texts by philosophers such as Plato, Aristotle, Kant and Mill. Considers questions such as, “What is justice?” “What moral obligations do we have to other people?” “Why should we act morally?” “Can living morally make us happy?” and "How can we determine whether our actions are morally right or wrong?" (Writing-intensive.) Maximum enrollment, 20.

115F Existentialism.

An introduction to various theories and expressions of 19th- and 20th-century existential thought. Readings include works by Kierkegaard, Nietzsche, Sartre, Camus, deBeauvoir, Wright. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Section 1 open to first-year students; section 2 open to sophomores and juniors. Maximum enrollment, 16. Franklin.

[116] Knowledge and the Media.
A vast array of media outlets, political talking heads and mass-marketed paraphernalia claim to know what you should know, how you should feel about it, and what the best things are for you. We live thoroughly media-ted. We will take a close look at these various media to try and sort fact from fiction, or at least start to tell how we may be being duped. We will criticize our current media culture on the veracity and objectivity of their epistemic claims. (Writing-intensive.) Maximum enrollment, 20.

Fall 2008 01 (Calvert-Minor C)

117F,S Introduction to Political Theory.
Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Proseminar and writing-intensive in the Spring.) Open to juniors and seniors with consent of instructor only. (Same as Government 117.) Martin (Fall); Cannavo (Spring).

Fall 2005 01 (Tampio N)
Fall 2007 03 (Tampio N)
Spring 2007 03 (Cannavo P)
Spring 2007 04 (Cannavo P)

118F Philosophy of Humor.
We all like to laugh -- but why do we do it? This class will philosophically explore various theories of humor and take up a number of issues (social, political, or otherwise) concerning various uses and misuses of humor. Shuster.

120F Philosophical Perspectives on the Self.
What is a self? Does each person have one? Does each person have only one? How is the self related to the soul? Is it unchanging or in constant flux? What is the relationship between the self and the body? Examination of personal identity, the self and the soul as these topics are addressed in traditional philosophical texts, literature and neuropsychology. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Section 01: Proseminar (limit 16; open to sophomores and juniors). Section 02: Writing-Intensive (limit 20; open to first-year students). Maximum enrollment, 20. Janack.

Fall 2009 02 (Janack M)

200F Critical Reasoning.
Practical, hands-on work on recognizing and constructing clear arguments from and in everyday life. Emphasis on strengthening one's reasoning skills and putting them to constructive use in debate and writing. Not open to students who have taken 240. Doran.

201F History of Ancient Western Philosophy.
A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle. Open to sophomores and juniors or by consent of instructor. (Same as Classics 201.) Maximum enrollment, 50. Werner.

203S History of Modern Western Philosophy.
A study of the philosophical classics from Descartes to Kant. Prerequisite, one course in philosophy. Open to first-year students, sophomores and juniors, or by consent of instructor. Marcus.

204F Philosophy as/and/of literature.
While Plato famously criticized the poets, his own works are often best read, not as straightforward presentations of philosophical ideas or arguments, but as ironic texts that use rhetorical devices to show, rather than tell, his claims. Examines philosophy's relationship to the literary and questions about interpretation, truth and argument, as well as the rhetorical aspects of philosophical texts. Includes traditional philosophical works, novels, poetry and drama. Janack.

[209] Human Nature, Gender, and Identity.
An introductory survey of philosophical approaches to feminism. Examines the historical progression of feminist philosophical thought, as well as some of the debates that animate contemporary feminist theory. Will address the general question of feminism's relationship to, and tensions with, philosophical thought. Prerequisite, one course in philosophy or women's studies or consent of instructor.

211F Creating Right and Wrong.
Introduction to moral reasoning. Can ethical decisions be better or worse? Can they be objective? True? Is ethics relative all the way down? Discussion of contemporary moral problems, such as issues in economic justice, environmental ethics, global ethics, and medical ethics. Emphasis on student attempt to construct a consistent moral position. Extensive use of films outside of class time. (Writing-intensive.) Not open to students who have taken 111. Not open to first-year students or seniors. Maximum enrollment, 20. Werner.

[222] Race, Gender and Culture.
A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) Prerequisite, one course in

philosophy, Africana studies or women's studies. (Same as Women's Studies 222 and Africana Studies 222.) Maximum enrollment, 20.

235S Environmental Ethics.
Examines the appropriate relation of humans to the environment. Specific topics include ways of conceptualizing nature; the ethical and social sources of the environmental crisis; our moral duties to non-human organisms; and the ethical dimensions of the human population explosion. The goal is to help students arrive at their own reasoned views on these subjects and to think about the consequences of everyday actions, both personal and political. Preference given to environmental studies majors and minors, starting with seniors. Doran.

240F Symbolic Logic.
A study of formal systems of reasoning and argument evaluation. (Quantitative and Symbolic Reasoning.) Marcus.

Fall 2008 01 (Marcus R)

242S The Black Self: Identity and Consciousness.
A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black. (Writing-intensive.) Prerequisite, one course in philosophy or Africana studies, or consent of instructor. (Same as Africana Studies 242.) Maximum enrollment, 20. Franklin.

[255] History of Natural Philosophy.
An examination of the history of philosophy of science, focusing on cosmology, ontology, causation and motion. We will study Ptolemy, Aristotle, Copernicus, Galileo, Descartes, Newton, Kuhn and others, with a focus on the significant changes in our understanding of the world, and in our understanding of what science is and what are the appropriate methods for doing science.

281S Philosophy as Spiritual Quest.
Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.) (Oral Presentations.) Prerequisite, two courses in philosophy and/or religious studies. (Same as Religious Studies 281.) Maximum enrollment, 20. Ravven.

[301S] The Philosophy of History.
An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in philosophy. (Same as History 301.) Maximum enrollment, 20.

Fall 2007 01 (Kelly A)

310S Philosophy of Science.
Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. Prerequisite, one course in philosophy or consent of instructor. Not open to students who have taken 415. Janack.

317F Seminar: Ethics after Auschwitz.
An exploration of the work of philosophers who attempt to respond to the Nazi genocide. Issues of concern include the possibility and nature of philosophical claims about genocide, as well as questions concerning whether or not the Nazi genocide raises distinct issues for ethics. Figures studied will include philosophers such as Hannah Arendt, Emmanuel Lévinas, Theodor Adorno and others. Prerequisite, one course in philosophy. Maximum enrollment, 12. Shuster.

[318] The Fragmentation of the Absolute: A Survey of 19th Century Philosophy.
Hegel, followed by an in-depth examination of the four major movements that broke with Hegel: existentialism, Marxism, Pragmatism and Comte's Positivism. (Writing-intensive.) Prerequisite, 203 or two courses in philosophy. Maximum enrollment, 20.

[323] Philosophical Issues in Sport.
An examination of conceptual and ethical issues that concern sport, including the nature of play, games and sport, the moral evaluation of athletic competition, the nature of gender equity in sport, the ethics of chemical and genetic enhancement of athletes, and problems of intercollegiate athletics. Readings will explore theories of sport, the intersection of sport, law and education, sport and culture, and criticisms of various sporting practices. Prerequisite, Two courses in philosophy or senior standing.

[337] Seminar: Confucian Traditions.
Examination of Confucian thought and ritual practice from classical times to the early 20th century. Emphasis on reading philosophical and ritual texts in translation in order to understand the various ways that Confucians understood their place in Chinese society. (Writing-intensive.) (Oral Presentations.) Prerequisite, relevant coursework in history, Asian studies or religious studies, or consent of instructor. (Same as History 337.) Maximum enrollment, 20.

351S The Theory and Practice of Nonviolence.
Critical inquiry into the morality of war and peace with emphasis on the ethics of killng in war. Consideration of the ethics of

violence and the alternative of nonviolence both as a tactic and as a way of life. Historical and contemporary readings. Extensive use of films outside of class time. Service-learning component. (Oral Presentations.) Prerequisite, One courses in philosophy or consent of instructor. Open to sophomores, juniors and seniors. Werner.

[352] Advanced Topics in Political Philosophy.
A limited enrollment course that closely examines a topic or group of topics highlighting the scholarly expertise of the Alan McCullough Jr. Distinguished Visiting Professor of Philosophy. Prerequisite, two courses in philosophy or consent of instructor. Maximum enrollment, 20.

Fall 2009 01 (Holmes R)

355F Contemporary Philosophy.
Survey of some central questions in contemporary analytic philosophy and their 20th-century origins. Among the questions we may explore are: What is the relation of language to the world? How are we to understand truth? Does philosophy have its own method, or is it an extension of science? What is the nature of consciousness? What are the limits of philosophy? Prerequisite, 203 or consent of instructor. Open to sophomores, juniors and seniors. Doran.

[362] Genealogical Praxis.
A close examination of genealogical critique and its historical deployment as a means of existential liberation and cultural transformation. Genealogists studied include Nietzsche, Douglass, DuBois, Fanon, Foucault and Baldwin. Prerequisite, two courses in philosophy or Africana studies, or consent of instructor.

[371] Ethics of Professions and Practices.
Examination of ethical issues arising in the professions, in institutions and in human practices. Study of selected ethical problems in law, medicine, education and sport. Previously, the course focused on ethical issues in sport and ethical issues in higher education. Prerequisite, one course in philosophy. Open to juniors and seniors only.

380S Philosophy of Law.
Inquiry into the nature of law, the authority of law, the character of judicial reasoning and other selected problems in jurisprudence, with particular attention to the relationship of legality to morality and justifiability of judicial reasoning. Prerequisite, two courses in philosophy or senior standing. Simon.

405F Seminar in Metaphysics: Knowledge, Truth, and Mathematics.
A survey of the philosophical questions that arise from considering historical and contemporary approaches to explaining our knowledge of mathematics. Do we have a priori knowledge of necessary truths? Is our knowledge of mathematics empirical? Perhaps we do not really have mathematical knowledge. (Oral Presentations.) Prerequisite, 201, 203, 355 or consent of instructor. Maximum enrollment, 12. Marcus.

[406] Women, Science and Rationality.
Historically, scientific authority has been a function of the claims of men. Why have women not enjoyed this same authority? Many feminist science critics claim that there is an androcentric bias within the very structure of science. Others claim that science has upheld an unbiased objectivity, but that such factors as capability and disinterest have resulted in fewer women in science than men. Who is right? To answer, we will look closely at the lives, work and obstacles of many women scientists as well as the work of feminist science critics. Prerequisite, three courses in philosophy or consent of instructor. (Same as Women's Studies 406.) Maximum enrollment, 12.

Fall 2008 01 (Calvert-Minor C)

[408] The Language Revolution.
Some 20th-century philosophers believed that all philosophical questions arise from misuses of language. Others believed that clarifying our uses of language can lead us to solutions to perennial philosophical questions, like the mind and body problem, or whether God exists. Still others explored the nature of language and its uses for its own sake. We will examine how the most important philosophers approach reference, meaning and linguistic ontology, including Locke, Frege, Russell, Kripke, Tarski, Grice, Quine, Lewis and Chomsky. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

410S Seminar in the History of Philosophy: American Philosophy.
Historical debates over the metaphysics and ethics of personhood with an examination of some early American texts by Bradstreet and Lincoln, and Emerson and Thoreau's Transcendentalism. Emphasis on classical Pragmatist metaphysics and epistemology through the work of Peirce, James and Dewey, with attention to their neo-Pragmatist legacies in contemporary American philosophy. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12. Doran.

415S Seminar in the Philosophy of Science: Objectivity and Rationality.
Is objectivity possible? If it is, is it an epistemic value worth pursuing? How does objectivity relate to the metaphysics of experience and to our ideals of rationality? How does objectivity relate to truth? Readings will draw from traditional philosophers of science, historians and sociologists of science, feminist philosophers of science and other writings in science studies. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12. The Department.

Fall 2007 01 (Janack M)

[425S] Seminar in Mahayana Buddhism.

A seminar in the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, two courses in religious studies or consent of instructor. (Same as Religious Studies 425.) Maximum enrollment, 12.

[427] Seminar: Intuitions and Philosophy.
Explores the role of intuition in our reasoning in epistemology, philosophy of mind, mathematics and moral philosophy, and perhaps other areas. We will consider arguments in favor of using intuitions in philosophy, as well as work on the fallibility of intuition, and the recent movement known as experimental philosophy. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

[430] Seminar in Epistemology: The Problem of Knowledge.
Inquiry into whether it is possible to reject skepticism without resorting to dogmatism. Special emphasis on the connection (or tension) between everyday reflection and philosophical theory. Historical and contemporary readings. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

433S Seminar: Kant's Revolution in Philosophy.
An in-depth examination of Kant's most important work (and one of the great classics of modern philosophy), The Critique of Pure Reason. Although we will touch on both the philosophical climate that occasioned the 1st Critique and the philosophical state of affairs left in its wake, the class will mainly focus on a close reading of Kant's text. Prerequisite, Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12. Shuster.

[440] Seminar in the Philosophy of Science: Mind and Body.
An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason? Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

447S Seminar in Ethics: Happiness.
Investigation of philosophical theories of happiness beginning with the ancient Greeks and ending with contemporary positive psychology. Examination of recent literature from experimental ethics concerning the nature and source of happiness. Comparison of various traditions and methodologies. Prerequisite, 201 and one other course in philosophy or consent of instructor. Maximum enrollment, 12. Werner.

[450] Seminar in Ethics: Ethical Theory.
An investigation of recent ethical theory, focusing on theories of justification in ethics, and issues of realism and relativism in ethics. (Writing-intensive.) Prerequisite, 201, 203, 355 or consent of instructor. Maximum enrollment, 12.

460F Seminar in Ethics: Contemporary Theories of Justice.
Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. Emphasis on Rawl's theory of liberal justice and its critics. Prerequisite, two courses in philosophy or consent of instructor. Open to juniors and seniors. Not open to students who are taking 320. Maximum enrollment, 12. Simon.

Spring 2004 01 (Simon R)

[463] Seminar in Metaphysics: Nietzsche.
A close examination of Nietzsche's philosophical corpus that focuses on his conception of the good life as it emerges within the context of the critical and positive aspects of his philosophy. Topics include the existential significance of narrative, the nature of knowledge and the philosophical import of Nietzsche's critical condemnations of metaphysics, religion and morality. Prerequisite, three courses in philosophy or consent of instructor. Open to juniors and seniors. Maximum enrollment, 12.

550F Senior Seminar.
Advanced work aimed at completing a clear, focused, powerful piece of philosophical writing. To that end each member of the seminar will work to 1) identify a philosophical problem, 2) frame that problem as a question to which he or she can propose an answer, 3) turn that answer into a thesis supported with argument and defended against objections, and 4) present that argument to the seminar and support it in a public oral defense. Maximum enrollment, 12. Franklin.

551S Senior Thesis.
Extensive practice in writing and evaluating writing on philosophical topics, culminating in completion of a senior thesis. Prerequisite, 550. Maximum enrollment, 12. Franklin.

Physical Education

Faculty
Jonathan T. Hind, *Director*
Tobin Anderson
Scott M. Barnard
Norm Bazin
T. J. Davis
Kerri A. Fagan
Colette Gilligan
Erin C. Glaser
Brett C. Hull
Ellen Hull
James C. King III
Patricia Kloidt
Brendon Knight
Sean A. Mackin
Gillian E. McDonald
Perry Nizzi
Melissa L. Patterson
William J. Spicer
Stephen P. Stetson
Eric S. Summers
David W. Thompson
Michael A. Tracy

Coaches
Tim Byrnes
Sally Cockburn
Preston Denby
Al Highducheck
Gillian McDonald
Kathy Wilmot

All enrolled students are required to participate in a physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement that includes:

1) A physical fitness test (a course is offered for those who do not pass);

2) A swim test (beginning swimming is offered for those who do not pass);

3 and 4) Two lifetime activity classes;

5) one unit of the following: intercollegiate athletics, wellness seminar, lifetime activity class.

Lifetime activity classes include the following: aerobics, badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, scuba, skating, squash, swimming, tennis, toning and volleyball.

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the physical education requirement. Activities may not be repeated for credit nor may a student be given intercollegiate credit and also receive credit for a similar class (i.e., a hockey player may not receive credit for ice skating).

Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the requirement by the end of four semesters in residence and may not study abroad or away without completing it. Students with physical disabilities may enter an individual program approved by the director of physical education.

Physics

Faculty
Peter J. Millet, *Chair* (F)
Brian Collett
Natalia V. Connolly
Gordon L. Jones
Seth A. Major
Ann J. Silversmith, *Acting Chair (fall)*

Special Appointment
Jim Schreve

A concentration in physics consists of 10 courses: 190, 195, 290, 295, 390, 550 and four other courses chosen in consultation with an advisor who is a member of the physics faculty. Normally at least one of the electives will be selected from physics courses at the 300-level or above. Students who wish to prepare for graduate school in physics or engineering should choose electives from physics courses at the 300-level and above. Students with other interests may, in consultation with their advisor, select up to two electives from other science departments. Such courses should support interdisciplinary interests or career goals. Normally 390 is taken in the spring semester of the junior year in preparation for the research project undertaken in 550. Honors in physics requires outstanding work in the senior research project.

In the first year, prospective concentrators should take 190 and 195, and differential and integral calculus (Mathematics 113 and 114). If the Mathematics Department grants advanced placement, the student may wish to take vector calculus (Mathematics 215), linear algebra (Mathematics 224), or differential equations (Mathematics 235). Physics 290 and 295 should be taken in the second year; Physics 245 is strongly recommended for the second year as well. Other options should be discussed with a member of the physics faculty. Students who wish to major in physics but who have taken either 100-105 or 200-205, or who wish to begin the major belatedly should consult with the department chair. Students with advanced placement in physics should consult with a member of the department before registering for a physics class.

A minor in physics consists of five courses: 190, 195, 290 or 295, and two other physics courses. Alternatively, one can complete the minor with 100-105 or 200-205, plus three other physics courses, of which one must be at the 200 level or above. A minor in astronomy consists of five courses: a 2-course introductory sequence (190-195, 100-105, or 200-205), 290, 160 and either 330 or an independent study in astronomy. A student who majors in physics may not minor in astronomy.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190, 195, and calculus (or linear algebra if mathematics placement so warrants) in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering advisor, Professor Millet. This is also the case for those who have taken 100-105 and have then become interested in engineering.

Juniors or seniors without prior courses in the department may enroll in 100, 120, 160, 190, 200 and 245.

100F Survey of Physics I.
The first semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include mechanics, fluids and thermodynamics. Emphasis on applications of physics in medicine and in other sciences. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, knowledge of algebra and trigonometry. Collett, Connolly, Major, Schreve.

105S Survey of Physics II.
The second semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, atomic physics and nuclear physics. Emphasis on applications of physics in medicine and in other sciences. (Quantitative and Symbolic Reasoning.) Prerequisite, 100 or 190. Three hours of class and three hours of laboratory. Knowledge of algebra and trigonometry required. Silversmith, Connolly, Schreve.

120S How Things Work.
A few basic physics principles can explain many common devices such as car engines, TVs, refrigerators, airplanes and eyeglasses, and some not-so-common devices such as atomic bombs and lasers. This course qualitatively teaches basic physics concepts with the aim of demystifying technology. A conceptual introduction to physics where all the examples come from your experience. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 45. G Jones.

135F Spacetime and the Quantum World.
A study of two fundamental developments in modern physics — quantum theory and relativity. Drawing on the quantum mechanics of spin and spacetime diagrams, we gain an overview of some of the more thought-provoking aspects of contemporary physics. Breaking from tradition, this is not a historical survey but instead focuses on the fundamental nature of these two

developments, as well as the role of observation in modern physical theory. (Quantitative and Symbolic Reasoning.) Comfort with simple algebra and geometry helpful. Major.

Fall 2008 01 (Major S)
Fall 2010 01 (Major S)

[140] Light and the Laser.
Introduction to the fundamental properties of light, including wave behavior, reflection, refraction, color, polarization and the optical processes of absorption and emission. Emphasis on developing an understanding of the laser – how it works and why it is different from conventional light sources. (Quantitative and Symbolic Reasoning.) Prerequisite, familiarity with pre-calculus mathematics. Three hours of class plus some laboratory work. Maximum enrollment, 20.

160F Introduction to Astronomy.
A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. (Quantitative and Symbolic Reasoning.) Three hours of class. Connolly.

Fall 2007 01 (Millet P)
Fall 2007 02 (Millet P)

190F The Mechanical Universe.
The first semester of a sequence of physics courses for students interested in physical sciences, math or engineering. Normally the first course for students who plan to major or minor in physics. Introduction to principles governing the motion of a particle and of systems of particles. Kinematics and dynamics; energy, linear momentum, angular momentum and conservation laws. Introduction to the laws of special relativity. (Quantitative and Symbolic Reasoning.) Prerequisite, Mathematics 113 (may be taken concurrently). Three hours of class and three hours of laboratory. Silversmith, Schreve.

195S Waves and Fields.
The physics of oscillations, waves and fields. Topics include simple harmonic motion, fluids, sound, electric and magnetic fields, light, optics and interference phenomena. Emphasizes the use of calculus as a tool to describe and analyze the physical world. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190 or 200 and Mathematics 114 (may be taken concurrently). Collett, Millet, Silversmith.

Spring 2006 02 (Major S,Millet P)
Spring 2009 01 (Major S,Silversmith A)
Spring 2009 02 (Major S)

200F Physics I.
The first semester of a year-long calculus-based sequence (200-205) for scientists and pre-med students who require a year of physics. Topics include Newtonian mechanics, conservation laws, fluids, kinetic theory and thermodynamics. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Mathematics 114 (may be taken concurrently) or equivalent. Not open to students who have taken 100 or 190. Connolly.

205S Physics II.
The second semester of a year-long sequence (200-205) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, relativity, atomic physics and nuclear physics. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 200. Lytle.

245S Electronics and Computers.
Hands-on introduction to the concepts and devices of electronics. Study of analog and digital circuits, computer architecture, assembler programming and computer interfacing. (Quantitative and Symbolic Reasoning.) (Proseminar.) Six hours of laboratory. Maximum enrollment, 16. Collett.

290F Quantum Physics.
Wave-particle duality, the nuclear atom, the development of Schrödinger's wave mechanics and the quantum theory of atoms. Three hours of class and three hours of laboratory. Prerequisite, 195 or 105, and Mathematics 114. G Jones.

295S Electromagnetism.
Introduction to the mathematical description of the electric and magnetic fields, their sources and their interactions with matter. Exploration of Maxwell's laws with emphasis on the relationship between the physics and the mathematics needed to describe it. Three hours of class. Prerequisite, 290. Normally taken concurrently with 245. Millet.

Spring 2009 01 (Millet P)

298F,S Physics Research.
Independent work on a research project under supervision of a faculty member. Prerequisite, Consent of instructor. May be repeated for credit, but not counted toward concentration requirements. Students may count up to a total of one credit of Physics Research toward graduation. One-quarter, one-half, or one credit per semester. Credit/No Credit only. The Department.

320S Topics in Mathematical Physics.
A study of mathematical methods and their use in investigating physical systems. Topics may include vector calculus, ordinary differential equations, special functions, partial differential equations, Fourier series, calculus of complex functions, numerical methods, tensor analysis, groups and other topics of current theoretical interest. (Quantitative and Symbolic Reasoning.) Prerequisite, Mathematics 224 or consent of instructor. Major.

Spring 2003 01 (Major S)
Spring 2009 01 (Major S)

[330] Topics in Astrophysics.
Topics may include fundamentals of stellar structure and evolution, the black hole and the curvature of space-time, the structure of galaxies and galactic dynamics, theories of the structure and evolution of the universe. (Quantitative and Symbolic Reasoning.) Prerequisite, 290 or 295.

340S Topics in Quantum Physics.
Exploration of topics in contemporary physics using the tools of quantum mechanics developed in 290. Topics may include multi-electron atoms, molecules, solid state physics, lasers and quantum optics, nuclear physics, nuclear magnetic resonance, surface physics and particle physics. (Quantitative and Symbolic Reasoning.) Prerequisite, 290. G Jones.

350F Classical Mechanics.
Principles of classical mechanics, including oscillations, nonlinear dynamics, dynamics of systems of particles, non-inertial reference frames, Hamilton and Lagrangian mechanics, celestial mechanics, rigid body motion and coupled oscillations. (Quantitative and Symbolic Reasoning.) Prerequisite, 295 or consent of instructor. Major.

Fall 2010 01 (Major S)

[360F] Scientific Computing in Fortran.
Study of the computational methods for solving advanced problems in the physical sciences using Fortran in a Unix environment. Projects may include data fitting, solution of systems of ordinary differential equations and solutions of partial differential equations. Prerequisite, knowledge of a programming language and 295 or Mathematics 235 or consent of instructor.

370S Thermodynamics and Statistical Physics.
Properties of large-scale systems in terms of a statistical treatment of the motions, interactions and energy levels of particles. Basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Application to various physical systems. (Quantitative and Symbolic Reasoning.) Prerequisite, 290. Millet.

Fall 2007 01 (Millet P)

[375S] Condensed Matter and Statistical Physics.
Using the tools developed in 370, we examine topics such as the physics of semiconductors, metals and insulators, the p-n junction, phase transitions and ferromagnetic materials. Prerequisite, 370.

Spring 2009 01 (Millet P)

390F Research Seminar.
A series of research projects stressing the integration of theory and experiment. Emphasis on scientific writing, formal oral presentations, use of the current physics literature. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 290. Maximum enrollment, 20. Silversmith.

Spring 2006 01 (Silversmith A)

[450] Quantum Theory Seminar.
An exploration of the mathematical tools and foundations of quantum mechanics. Topics include angular momentum, spin, measurement, bound states and perturbation theory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 290 and 350. Maximum enrollment, 12.

Spring 2008 01 (Major S)

[460S] Vibrations and Waves.
Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics and optics. Prerequisite, 295 and 350.

[470S] Light and Spacetime Geometry.
A study of special relativity, 4-vector form of electromagnetism and Einstein's general theory of relativity including astrophysical applications such as gravitational waves, Schwarzschild black holes and gravitational lenses. Prerequisite, 295 and 320 or 350.

[480F] Electromagnetic Theory.
Intensive study of Maxwell's equations in both differential and integral form; electrostatics and electro-dynamics; special relativity; and the transformation of electromagnetic fields. Introduction to electromagnetic waves and dielectric and magnetic materials. (Quantitative and Symbolic Reasoning.) Prerequisite, 295 or consent of instructor.

550F,S Senior Research Project.
Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their

research and will write a comprehensive thesis. (Oral Presentations.) Open to senior concentrators or to others with consent of instructor. The Department.

551S Senior Research.
Research carried out in collaboration with a faculty member. Includes written and oral presentation. Prerequisite, 550. Silversmith.

Psychology

Faculty
Gregory R. Pierce, *Chair*
Jennifer L. S. Borton
Jean E. Burr (S)
Serena Butcher
Michael J. Frederick
Tara E. McKee
Mark A. Oakes
Jeremy I. Skipper
Douglas A. Weldon (F,S)
Penny L. Yee
Jonathan Vaughan, *Acting Chair (fall, spring)*

*Special Appointment*s
Jean Morris
David Walden

A concentration in psychology consists of nine courses: 101, 201, either 205 or 232, one laboratory course numbered between 310 and 329, and five other courses, including the Senior Project. Students should plan to complete their lab requirement by the end of their junior year. Departmental honors in psychology recognize the distinguished achievement of students who excel in their coursework in the concentration. The Senior Project involves an extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The project can be completed in one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

A minor in general psychology consists of five courses: 101; 201; either 205 or 232, one laboratory course numbered between 310 and 329, and one other course.

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. See the description under Neuroscience.

101F,S Introductory Psychology.
An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior and psychopathology. In class laboratory exercises to emphasize the use of research methods and data to describe and examine behavior. (Quantitative and Symbolic Reasoning.) The Department.

198F,S Collaborative Research in Psychology.
Students will work on a project with an instructor. Focus on laboratory data collection and analysis. Readings to illustrate hypotheses investigated in the laboratory. Prerequisite, Permission of the instructor. Four-five hours per week of lab work. Does not count toward concentration requirements. One quarter credit. Credit/No Credit only. Course may be repeated for credit. (Same as Neuroscience 198.) The Department.

201F,S Statistics and Research Methods in Psychology.
The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Instruction in research design and methodological issues. Students will complete five projects involving data collection, data analysis, and communication of findings in APA style. Use of the statistical computer program SPSS to analyze data. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 101. Not open to students who have taken 280. (Same as Neuroscience 201.) Borton and McKee (Fall); Pierce and Yee (Spring).

205F,S Introduction to Brain and Behavior.
Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion and behavior disorders. (Oral Presentations.) Prerequisite, 101 or Biology 102 or 115. (Same as Neuroscience 205.) The Department.

215-01F Topics in Psychology - The Psychology of Prejudice.
Interdisciplinary examination of stereotyping, prejudice and discrimination based on race/ethnicity, gender, sexual orientation, and other group memberships. Readings will include classic and contemporary work in psychology as well as depictions of prejudice in literature and historical accounts. Prerequisite, 101. Course may not be counted toward the psychology concentration or minor. Borton.

215-02S Topics in Psychology - Psychology and Detective Fiction.

Human behavior, as depicted in detective fiction, will be explored in the context of contemporary psychological theory and research. A historical perspective is adopted that explores popular detective fiction genres over the past 150 years as well as corresponding changes in our understanding of psychological processes. Particular emphasis will be placed on issues related to the structure and development of personality and its impact on behavior. Prerequisite, 101. Course may not be counted toward the psychology concentration or minor. Pierce.

232S Human Neuropsychology.
Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101 or Biology 102 or 115, or consent of instructor. (Same as Neuroscience 232.) Vaughan.

[236] Evolutionary Psychology.
The study of how evolutionary mechanisms have helped shape human nature to what it is today. Topics include the mechanisms of behavioral evolution, adaptive problems and their solutions in relation to survival, principles that explain attraction, mating, parenting and altruism, and how evolutionary science may help to inform us on the existence, classification and treatment of mental disorders. Prerequisite, 101.

[243] Stereotyping and Prejudice.
A study of the current theories and methodologies used to understand stereotyping, prejudice, and discrimination. Topics include the structure, formation, and maintenance of stereotypes as well as how stereotypes can be controlled and/or changed. Special emphasis will be placed on the automatic nature of stereotypes and prejudice. (Oral Presentations.) Prerequisite, 101.

[298] The Programming Language Matlab.
Development of expertise in the programming language Matlab. Emphasis on learning techniques and solving problems in the sciences and social sciences that are naturally suited to Matlab, such as the manipulation, transformation and display of large data sets, interactive graphics, computational modeling and user-interface design. Prerequisite, two courses in psychology or permission of instructor. Evaluated Satisfactory/Unsatisfactory. One-quarter course credit. May not be counted toward the concentration. Maximum enrollment, 10.

310F Attention and Performance.
The selection and transformation of information from sensation and memory as they affect perception, learning, cognition and motor performance. Laboratory exercises and experiments selected from these and related areas. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 280/201. Three hours of class and three hours of laboratory. Maximum enrollment, 20. Vaughan.

[311] The Self in Social Psychology.
Theoretical and methodological understanding of the study of the self in social psychology. Topics include organization of self-concept and its effect on information processing; self-awareness; self-esteem maintenance processes; cultural influences; stigmas; and self-regulation. Class time devoted to discussion of research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and two hours of laboratory. (Writing-intensive.) (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 337 or 361. Maximum enrollment, 20.

313S Visual Perception.
An examination of theoretical and methodological issues in examining visual perception. Focus on understanding how the visual world is constructed from simple features into complex objects. Topics will include perceptual organization, visual attention, object recognition, face perception and consciousness. Current literature about these topics and ongoing debates in vision science research. Laboratory component will involve generating original empirical projects. Three hours of class and three hours of laboratory. (Writing-intensive.) (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 333. Maximum enrollment, 20. Butcher.

314F Individual Differences.
Analysis of complex psychological processes (e.g., the structure of personality, associations between the quality of family relationships and stability and change in personality across time) using data from several ongoing research programs in the Psychology Department, including the Hamilton Longitudinal Study of Families. Emphasis on commonly encountered problems and methods for addressing them using a variety of statistical analyses. Use of statistical computer programs to analyze data. Six hours of class and laboratory. (Writing-intensive.) Prerequisite, 280/201. Not open to students who have taken 305. Maximum enrollment, 20. Pierce.

[315S] Cognitive Psychology.
Theoretical and methodological aspects of basic mental processes in attention, perception, memory, language and problem-solving. Emphasis on development of original empirical projects. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 280/201. Maximum enrollment, 20.

319F Social Cognition.
An examination of cognitive processes involved in how we think about ourselves, other people and social groups. Special emphasis will be placed on the influence and measurement of unconscious cognitive processes. Topics include stereotyping, attitudes, knowledge of self, affect and control. Students will design and conduct original research projects related to topics

discussed in class. Three hours of class and three hours of laboratory. (Writing-intensive.) (Oral Presentations.) Prerequisite, 280/201. Maximum enrollment, 20. Oakes.

[325] Applied Developmental Psychology.
Focuses on how basic developmental science can be applied to the "real world" to further the well-being of children, youth and families. Topics will include distinctions between basic and applied research methods, obesity, childcare, schools, adolescents being tried as adults in court and the influence of media (including TV, videogames and computers) on development. Laboratory component will include several projects conducted in an applied setting. Three hours of class and three hours of lab. (Writing-intensive.) (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 365. Maximum enrollment, 20.

[330] Neural Plasticity.
An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 205 or Biology 102 or 115. (Same as Neuroscience 330 and Biology 330.) Maximum enrollment, 18.

[340] Practical Aspects of Learning and Cognition.
Basic principles that govern the interaction of animals and humans with the environment, with emphasis on applied topics. These include Pavlovian and instrumental conditioning, schedules of reinforcement, and applications with children with special needs. Recommended for students who may be considering clinical applications that use applied behavior analysis, such as Hamilton's Cooperative Educational Program with the New England Center for Children. Emphasis on research methods. (Writing-intensive.) Prerequisite, 280/201. Three hours of class and two hours of laboratory for the first half of the course. Not open to students who have taken 250. Maximum enrollment, 18.

343S Evolution and Human Behavior.
Examines the evolutionary history of humans and the extent to which it affects current behavior. In addition to surveying the field of evolutionary psychology, this course explores the history of Homo sapiens by drawing from findings in anthropology. Topics include the mechanisms of evolution, archaeological and fossil evidence, primate behavior, human mating behavior, altruism and evolutionary medicine. Prerequisite, 280/201. Not open to students who have taken 236. Frederick.

346S Psychology of Reading and Language.
Research-focused on topics in the study of reading and language with an emphasis on the role of memory in perception and comprehension and in language production at the word, sentence and discourse levels. Requires interpretation of original journal articles and participation in laboratory exercises. Prerequisite, 280/201. Not open to students who have taken 290. Yee.

347S Language, Action and Brain.
Study of the social cognitive neuroscience of language, with emphasis on how the brain processes verbal and non-verbal information for the purpose of communication. Analysis of neuroimaging data related to real-world language use. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 201, and either 205 or 232. (Same as Neuroscience 347.) Maximum enrollment, 20. Skipper.

[351] Child Development.
An introduction to the science of child behavior and the principles of child growth and development from conception to early adulthood. Focuses on integrating the physical, cognitive, social and emotional domains of development. Includes an experiential component whereby students will work with children or adolescents in an applied setting (e.g., child care center or school). (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 211.

[352] Psychopharmacology.
A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 242. (Same as Neuroscience 352.)

353F Adult Psychopathology.
Introduction to the study of mental disorders in adults, including historical and cultural perspectives. Focus on classification, diagnostic assessment, etiology, treatment and evaluation of treatment efficacy for the major disorders including affective, thought, substance and eating disorders. Research methods in clinical psychology emphasized. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 223. McKee.

354S Counseling Psychology.
An overview of the theoretical orientations, treatment approaches and empirical literature in the field of counseling psychology. Examines the mechanisms by which counseling interventions facilitate personal and interpersonal functioning with a focus on emotional, social, educational, vocational and developmental concerns. Prerequisite, 280/201. Not open to students who have taken 234. Walden.

355S Sensation and Perception.
An introduction to the human sensory and perceptual apparatus. Includes a consideration of anatomy, neurophysiological mechanisms and the psychological experiences associated with these processes. Covers visual, auditory, gustatory, olfactory, tactile and proprioceptive senses. Prerequisite, 280/201. Not open to students who have taken 225. Butcher.

356F Social Psychology.
The study of the influence of social contexts on thoughts, feelings and behavior. Topics include social cognition, stereotyping and prejudice, self-esteem maintenance, attitudes and persuasion, helping behavior and aggression. Emphasis on experimental research methodology. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 216. Borton.

357F Human Memory and Cognition.
Theoretical and empirical research aimed at understanding the creation and structure of memories. Topics include the study of autobiographical memories, unconscious memories, factors contributing to forgetting, the organization of memories, the role of emotion in memory and neurological bases of memories. Prerequisite, 280/201. Not open to students who have taken 247. Yee.

358F Educational Psychology.
The application of psychological theory and research to teaching and learning in educational settings. Draws on theories from a variety of disciplines including social, cognitive and developmental psychology. Topics will include learning, instruction, intelligence, creativity, motivation, communication, cultural influences, developmentally appropriate practice and assessment. Emphasis on empirical evidence from psychology and education. Prerequisite, 280/201. Burr.

360S Clinical Assessment.
In-depth study of assessment methodologies used in clinical psychology research and practice. Emphasis on design issues, data analysis issues, scale construction, interviewing, testing, self-report and observation. (Oral Presentations.) Prerequisite, 280/201. McKee.

361S The Social Psychological Study of the Self.
Theoretical and methodological understanding of the study of the self in social psychology. Topics include organization of self-concept and its effect on information processing, self-awareness, self-esteem maintenance processes, cultural influences, stigmas and self-regulation. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 311 or 337. Borton.

[364] Personality Psychology.
Review of personality theories with an emphasis on contemporary approaches. Topics include life stress, social support and coping. Emphasis on research methodology and practical applications of the results. Students will design and conduct research projects that contribute to subfields discussed in class. Prerequisite, 280/201. Not open to students who have taken 214 or 338.

[368F] Evolutionary Psychology Laboratory.
Explores the theoretical foundations of evolutionary psychology, the empirical support for its theories, the criticisms and competing explanations, and the accurate and inaccurate representations of evolutionary psychology in the lay press. Class time will be devoted to discussion of research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. (Oral Presentations.) Prerequisite, 280. Maximum enrollment, 20.

[370] Cognitive Neuroscience.
Study of brain processes involved in cognition with a focus on current research designs and techniques. Class discussions will focus on journal articles reporting studies on sensory, motor, affective, executive and memory systems. Laboratory exercises will include analysis of data from brain scan, electroencephalographic and neuronal recording studies. (Oral Presentations.) Prerequisite, 280. (Same as Neuroscience 370.) Maximum enrollment, 20.

455S Field Study in Psychology.
Seminar in psychological services combined with eight to 10 hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to field work. Topics include methods in provision of psychological, educational and applied services, and methodological and ethical issues in psychotherapy, counseling and educational psychology. Prerequisite, three courses in psychology. Open to juniors and seniors. Maximum enrollment, 8. Morris.

[498S] Behavioral Interventions in Applied Settings.
Seminar on the theory and practice of applied behavior analysis combined with eight to 10 hours per week of field work in a school setting. Topics include measurement and observation techniques, empirically validated school interventions and single-subject experimental designs. Field work will include meetings with school personnel, weekly observations of students, and implementation and evaluation of behavioral interventions. Written summaries of research and field work, oral presentations to classmates, and oral presentations to school personnel required. Prerequisite, permission of the instructor. Prior experience with behavioral interventions helpful. Maximum enrollment, 6.

500F-501SF,S Senior Project.
Supervised research on a specific problem in psychology or neuroscience based on proposals submitted to the department by the end of a student's junior year. Open to senior concentrators. The Department.

New England Center for Children

326N Principles of Behavior Analysis.
Orients students to the concepts, processes and scientific principles of behavior on which the field of applied behavior analysis was

founded. Topics of study will include the history and defining features of applied behavior analysis as well as the role of basic principles in producing socially meaningful behavior change (positive and negative reinforcement, punishment, discriminative control of behavior and motivating operations). Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

[328N] Research Methods and Design in Applied Behavior Analysis.
Intensive study of single-subject designs in operant conditioning and applied behavior analysis research. Course available to students enrolled in the cooperative program at the New England Center for Children.

329N Behavioral Assessment for Children with Special Needs.
An introduction to key concepts, methods and ethical considerations associated with behavioral assessment. Objectives will include teaching students to distinguish between idiographic and norm-referenced assessment approaches, to conduct pertinent behavioral assessments (preference assessments, functional assessments and skills assessments), and to incorporate assessment outcomes with treatment selection and design in accordance with contemporary best practices in the field of applied behavior analysis. Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

[331N] Advanced Learning.
Covers theoretical underpinnings of operant and respondent conditioning, with emphasis on relating principles of behavior to problems of reinforcement, motivation, comparative psychophysics and physiological psychology. Course available to students enrolled in the cooperative program at the New England Center for Children.

348N Community-Based Treatment.
An overview of clinical and research studies related to community-based treatment, with an emphasis on the development of criteria for program evaluation. Students will participate in visits to treatment delivery sites. Course available to students enrolled in the cooperative program at the New England Center for Children.

349N Autism and Related Disabilities.
A foundation in etiological, diagnostic, ethical and treatment-related considerations affecting services for individuals with autism and other disabilities. Topics of study will include current data on causal variables, issues in early identification and a survey of evidence-based models of treatment, outcome evaluation, and effective systems support for individuals with pervasive developmental disabilities. Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

396N Systematic Inquiry in Applied Research.
Requires each student to collect a comprehensive bibliography on a significant topic in applied behavior research and to complete a thorough review via written and oral presentations. Emphasizes the integration and analysis of experimental findings and theoretical foundations of the research area, the critical evaluation of current research and the identification of potentially fruitful future work. Course available to students enrolled in the cooperative program at the New England Center for Children.

397N Methods of Evaluation.
Equips students with skills needed to confirm the clinical efficacy of interventions by subjecting them to experimental evaluation using single-subject designs. Students will learn to develop valid and reliable systems for measuring behavior, to display data using popular and accessible graphing software, and to assess for orderly changes in behavior through visual inspection and interpretation of graphic data. Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

398N Evidence-based Teaching.
Provides students with a comprehensive review of empirically supported behavioral teaching procedures for individuals with autism and related disabilities. Topics will focus on teaching skills in a variety of content areas such as language, social, and self-help. Procedures for teaching these include, match-to-sample discrimination training, task analysis, as well as prompting procedures including prompt fading and video modeling. Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

Public Policy

Faculty
Paul G. Wyckoff, *Director*

The Public Policy Program is administered through the departments of Economics, Government and Philosophy. A concentration in public policy consists of 12 courses: 251, 382 and the Senior Project; Economics 101 and 102; Government 116, 230 and 338; and courses chosen from the following options:

two of the following ethics courses:

Philosophy 111 — Contemporary Moral Issues
Philosophy 112 — Telling Right From Wrong
Government/Philosophy 117 — Introduction to Political Theory
Philosophy 225 — Biomedical Ethics and the Law
Philosophy 235 — Environmental Ethics
Philosophy 371 — Ethics of Professions and Practices
Philosophy 380 — Philosophy of Law
Philosophy 450 — Seminar in Ethics: Ethical Theory
Philosophy 460 — Seminar in Ethics: Contemporary Theories of Justice

and one of the following "issue areas" courses:

Economics 316 — Globalization and Gender
Economics 325 — Comparative Economic Systems
Economics 331 — International Trade Theory and Policy
Economics 340 — Economic Development
Economics 346 — Monetary Policy
Economics 350 — Economics of Poverty and Income Distribution
Economics 355 — European Economic Integration
Economics 360 — Health Economics
Economics 380 — Environmental Economics
Economics 440 — Public Economics
Economics 461 — Applications of Labor Economics
Economics 472 — International Finance
Government 285 — Introduction to Environmental Politics
Government 335 — The Criminal Justice System
Sociology 258 — Poverty, Law and the Welfare State
Sociology 313 — Seminar: Immigration & Identity
Sociology 373 — Seminar on the Constitution and Social Policy

In addition, students must complete Mathematics 100 or 253, or score a 4 or 5 on the AP Statistics exam.

Students are strongly encouraged to take Economics 101 and Mathematics 100 (or 253) in their first year, and to take Government 230 and Public Policy 251 in their sophomore year. No student may declare a concentration in public policy without either completing or being enrolled in 251. Concentrators must complete the following courses by the end of the junior year: 382; Economics 102; Government 116 and 230; one of the required courses in ethics; and one of the "issue areas" courses listed above. The Senior Project may be completed in one semester (500) or two semesters (500-501). To qualify for honors in public policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project.

Credit from the Term in Washington Program may be substituted for up to two of the courses required for the concentration, with the approval of the program director. Students interested in pursuing graduate study in public policy or public administration are encouraged to take additional courses in economics, in substantive areas of public policy, and in mathematics and statistics.

A minor in public policy consists of 251, Economics 101 and 102, Government 230 and one of the required ethics courses above. If the student's concentration is in economics, government or philosophy, these courses cannot count in both the student's concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student's concentration department. In addition to the required courses, there are many other courses in the College curriculum that will be of interest to public policy concentrators.

Students interested in the concentration should consult as early as possible with Professor Wyckoff.

251F,S Introduction to Public Policy.
Survey of current policies and issues in areas such as economic development, education, the environment, health care and welfare. Perspectives on policy analysis from economics, philosophy and political science. Examination of methods and principles for evaluating policies. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 101. Open to seniors with consent of instructor. Not intended for public policy majors. (Same as Government 251.) Wyckoff.

314S The Politics of Public Policy.
Analysis of the values and choices central in the democratic policy-making process with a focus on political institutions, with an emphasis on presidential leadership and how complex systems of governance actually function. Also looks at ethical and global implications of policy making to trace some of the principle tensions in democratic public policy making. Utilizes several case studies that exam the political implications of policy decisions. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Government 314.) Maximum enrollment, 20. Milstein.

332S Sustainable Urban Development.
Recently, scholars and policy experts have stressed the importance of "sustainability" in addressing longstanding social and economic issues that have plagued American cities. For some, sustainability means "right-sizing" cities, controlling consumption and converting to green infrastructure. For others, it means developing durable economic and political institutions that can withstand exogenous shocks. Explores the broad theme of urban sustainability by requiring students to conduct original research projects on the topic. Prerequisite, one course in sociology or consent of instructor. (Same as Sociology 332.) Maximum enrollment, 12. Hobor.

382S Topics in Public Policy.
The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Government 382.) Maximum enrollment, 20. Wyckoff.

500-501 Senior Project.
A one- or two-semester senior project, culminating in a thesis. The Program.

Religious Studies

Faculty
Richard H. Seager, *Chair*
Erich Fox Tree
Stephenson Humphries-Brooks
Heidi M. Ravven
S. Brent Rodríguez Plate
Jay G. Williams

A concentration in religious studies consists of nine courses, including one entry-level course, 290 (Methods and Theories) [starting for the class of 2012], and one 400-level seminar in which the senior project will normally be completed. At the time when the concentration is elected, the concentrator shall propose a carefully developed program of study including, if desired, study abroad, for the approval of the department. Honors are awarded on the basis of a cumulative average of at least 3.3 (88) achieved in courses approved for the concentration and the completion of 501 with a 3.5 (90) or better.

A minor consists of five courses, including at least one course at the 400 level, proposed by the student and approved by the department. Both concentrators and minors should identify themselves to a department member as soon as possible.

Some courses have prerequisites due to the technical nature of class material and others are reserved for juniors and seniors; however, the department is usually flexible within constraints of demand and class size, and permission is at the consent of the instructor.

105F Origins.
An introduction to the study of religion through an analysis of the life, thought and influence of five great figures: Gautama (the Buddha), Lao-tze, Confucius, Jesus and Mohammed. (Writing-intensive.) One lecture and two seminars each week. Open to first- and second-year students only. Maximum enrollment, 20. J Williams.

106S Myths of Native America.
For Native Americans, myths are important not just as sacred narratives tied to indigenous customs, but also as manipulative tales outsiders have used to control Native peoples. Examines the latent stereotypes and manifest lies about the Native cultures and peoples of the Americas, the devotional ideologies they represent, the political roles they play and indigenous responses they inspire. Students will engage the politics of indigeneity in North, Middle and South America through an unorthodox study of history, religion, science and popular culture. Fox Tree.

107F Borderland Religion.
An examination of expressions of religion and spiritual politics on and around the Mexican / US frontier. Topics include the Spanish conquest and expansion north; pre-Columbian and Catholic elements in Mexican and Mexican-American religion; folk healing; the ethos of New Mexico; and Chicano ideology and art. Some theoretical attention to boundaries, border crossing, and inner and outer frontiers. Seager.

[109F] Magic, Science, and Religion.
Examines human ideas of the natural, the supernatural, and their relationship by focusing on the topics of magic/shamanism, science/rationalism, and religion/spirituality, employing interpretive, symbolic, structural and political-economic perspectives. Students will compare and analyze layered beliefs, practices and processes from a selection of "traditional" western and non-western societies, as well as social and symbolic linkages between them.

111F Ancient Jewish Wisdom: Introduction to the Bible.
Exploration of major themes in the Jewish Bible (Old Testament). (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20. Ravven.

113F Blood & Submission in Native Religions.
Explores the relationship of conquest and empire in Native American religions. Deals primarily with the mythology and cultural history of pre-contact and early colonial Mesoamerica, with some examination of the religious colonization of other parts of the Americas, including what would become the USA. Topics to be discussed in this fast-paced introductory course include ancient mythology, conquest, early Christian missionary activities and initial Native responses. Fox Tree.

115F Parables.
Cross-cultural comparison of the parable. Emphasis given to parable as a form of religious speech. Includes selections from Jesus, Zen masters, Borges and Galeano. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

Fall 2008 01 (Humphries-Brooks S)

118S Religion and Environmentalism.
Introduction to religious studies through contemporary spiritual ideas about and practices concerning nature and the environment. Topics may include New Age religion, ecofeminism and green ideals in visionary architecture and art. Special attention to eco-Hinduism, Aboriginal Dreamtime land management and green Buddhism. Seager.

Spring 2007 01 (Seager R)
Fall 2008 01 (Seager R)

[128F] Peoples of the Book: Judaism, Christianity and Islam.
Explores the historical, philosophical and aesthetic dimensions of the three Western monotheistic traditions: Judaism, Christianity and Islam. Continuity, adaptation and borrowing is stressed between the traditions. We examine a history of "The Book," including technological developments in printing and bookbinding, and how these material aspects influence beliefs and practices. (Writing-intensive.) Maximum enrollment, 20.

145S World Films, World Faiths.
Introduces the practices and beliefs of several major world religions (including Judaism, Christianity, Islam, Hinduism and Buddhism) through the medium of film. Exploring Japanese anime, Indonesia documentaries, videofilms from Ghana, Bollywood mythologicals, Jesus-films from Latin America, Korean-Buddhist films, contemporary fictional glimpses into Jewish life, and more, shows how religious people live and struggle and find joy, by using the audio-visual medium of film. Evening film screenings. Rodriguez-Plate.

[150S] Pop Culture/Pop Religion.
Looking at graphic novels and comics, listening to music, watching television and playing video games can all lead us to understand religion. Religion may be about ancient texts and doctrines, but it is also reconceived in the present day through popular cultural texts. Alternates between popular culture artifacts and theories of religion, allowing students to rethink the religious underpinnings of much "secular" popular culture, but also to rethink the idea of religion as well.

200/300F Modern Jewish Thought: Politics and Religion.
Examination of the rise of pluralism and democracy as Jews became full citizens of the modern Western state. (Writing-intensive.) Maximum enrollment, 20. Ravven.

201S The Quest.
An examination of hero tales as expressions of the spiritual quest. Among the works studied will be the *Gilgamesh Epic*, the book of *Exodus*, the *Odyssey* and the *Ramayana*. (Writing-intensive.) Prerequisite, one course in religious studies or comparative literature. Maximum enrollment, 20. J Williams.

203S The Politics of the Bible.
Close reading of selections from the Bible (Old Testament) that address the nature of political leadership, of the political community, of justice and the best form of government. Comparison with works from other cultures that focus on justice, the political life, or offer biographies of political leaders. (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20. Ravven.

[207F] Political Economy of Religion in Mesoamerica.
Explores the cultures and spiritual traditions of Mexico and Central America in relation to changing political economic systems since ancient times. By critically examining scholarly studies of the region alongside literary, artistic, cinematic and popular images, students will analyze how religion has helped to maintain and transform social order and power through the precolonial, colonial, independence and modern periods. Special attention to the Maya Area. (Writing-intensive.) Maximum enrollment, 20.

[208S] The Dao and Its Power.
An intensive study of important Daoist texts from ancient to modern times. (Writing-intensive.) Prerequisite, one course in religious studies, philosophy or Chinese. Not open to students who have taken 219. Maximum enrollment, 20.

210F Intermediate Greek: The World of Greece and the Ancient Mediterranean.
Reading and discussion, with grammar review, of intermediate-level passages from classical, Hellenistic or New Testament Greek selected to illuminate the history, society and culture of Greece and the ancient Mediterranean. Readings from the New Testament and from writers such as Xenophon and Lucian. Prerequisite, knowledge of elementary Greek. (Same as Classics 210.) Rubino.

215S Religion in Film.
Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture. Humphries-Brooks.

218F The Word and the Spirit.
An examination of classical poetry from both Asia and Europe as an expression of the sacred. Poets to be studied will include Han Shan, Hsieh Ling-yun, Ikkyu, Ryokan, Jayadeva, Kabir, Rumi and Hafiz. (Writing-intensive.) Prerequisite, one course in religious studies or comparative literature. (Same as Comparative Literature 218.) Maximum enrollment, 20. J Williams.

223F Cursing and Taboo Language.
Cussing and cursing are tools of boundary-making, play, performance, power, protest,and alarm. An exploration of the most taboo forms of language through analysis of diverse cultural discourses ranging from sermons, commandments and court decisions, to comedy routines and songs. Testing established methods, theories and rules, students will conduct significant ethnographic fieldwork and write unconventional essays about taboo language and the wider cultural values, linguistic histories and

psycho-social processes that shape it. (Writing-intensive.) (Same as Anthropology 223.) Maximum enrollment, 20. Fox Tree.

225F Buddhist Worlds in the USA.
Introduction to the Buddhist religion with primary focus on different forms of Buddhism in U.S. history and on the contemporary scene. Attention to Buddhist spirituality in both the Euro-American and Asian immigrant communities. Seager.

227S Resistance and Rebirth in Mesoamerica.
Resistance has been central to Native American cultures and identities since 1492. Explores the transformation of the Native cultures from the contact period to the present, introducing students to Mesoamerica and tracing the historical development of political systems, religious movements and social doctrines. Students will examine case studies of Indigenous resistance to colonialism and neocolonialism, from indigenous accommodation of Christianity, to the rise of modern pan-Indigenous social and environmental activism. (Same as Anthropology 227.) Fox Tree.

[228] From Different to Monstrous: Muslim (and Christian) Subversions and Coercions.
The Iberian Peninsula (now home to Spain and Portugal) was the site of over 700 years of medieval Jewish, Muslim and Christian exchanges. A look into this textual space of Iberian difference after it was officially labeled as dark, evil and monstrous by the Renaissance Catholic Church State. A consideration of marginal Muslim writers like Ibrahim de Bolfad, Muhammad Rabadan and al-Wahrani exposes so-called proponents of Catholic orthodoxy like Don Quijote de la Mancha — not as enemies, but as fellow skeptics of the Monarchy's attempts to extinguish difference. (Writing-intensive.) Prerequisite, one course in literature. (Same as Comparative Literature 228.) Maximum enrollment, 20.

[231/431S] Rabbis, Mystics, and Philosophers.
Exploration of Jewish life and of Jewish philosophical, religious and political thought. (Oral Presentations.) Prerequisite, for 431, at least two courses in religious studies or philosophy. No prerequisites for 231. Maximum enrollment, 12.

240F Classical Mythology.
An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. (Same as Classics 240.) Rubino.

242F The Rise and Fall of David.
A literary reading of the biblical Book of Samuel as historical and political fiction. Comparison with other great works of literature on political themes. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. Ravven.

[245] Hindu, Buddhist and Islamic Arts of India.
An introduction to Hindu, Buddhist and Islamic traditions of art and architecture in India, as well as the art and architecture of the colonial and post-colonial periods. (Same as Art History 245.)

[255] Jesus in the East: The Spiritual Traditions of the Byzantine and Russian Orthodox Churches.
An examination of the Byzantine Christian tradition, with focus on the practices of the Russian Church. Topics include sources of Eastern Orthodoxy, Patristics, the Ecumenical Councils, the Liturgy, the "Great Schism" and cult of the saints. Particular attention paid to Orthodox iconography and church architecture. No knowledge of Russian required. (Same as Russian Studies 255.)

[257S] The New Testament.
A critical introduction to the literature and history of New Testament Christianity. (Writing-intensive.) Maximum enrollment, 20.

260/460S The Education of Desire.
Close reading of Spinoza's great work, The Ethics. Attention to its original seventeenth century context, the many philosophical influences upon Spinoza including the Islamic and Jewish philosophical traditions, and also the recent re-discovery of Spinoza by contemporary neuroscientists. (Proseminar.) Prerequisite, one course in Religious Studies or Philosophy, or consent of instructor. Maximum enrollment, 16.

274S Foundations of Islamic Civilization, 600-1800.
Surveys the appearance and expansion of Islamic civilization in the Middle East, Africa, Asia, Europe and the Americas. Emphasis on the interchange between political, economic and religious transformations. Covers three major periods of Islamic history: classical expansion into Africa and South Asia to 1300, the rise of the Ottoman Empire and links with Europe, and finally Islam at the peripheries in Southeast Asia, West Africa and the Americas via the slave trade. (Same as History 274.) Bradley.

281S Philosophy as Spiritual Quest.
Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.) (Oral Presentations.) Prerequisite, two courses in philosophy and/or religious studies. (Same as Philosophy 281.) Maximum enrollment, 20. Ravven.

[284F] From Harlot to Saint: Muslim Women, Christian Women and Other Women.
How are women portrayed in Premodern texts? Did women speak through these texts or were they spoken for? Examines these questions and others as we explore Christian and Muslim textual representations of woman, her relationships with men and society, her spirituality and particularly her corporality from 11th- 17th centuries. From harlot to saint, from poetess to mystic and enlightened one, we will examine her textual roles as a reflection of her cultural roles in Al-Jahiz, Ibn Hazam, As-Sulamii, Nafzawii, Alfonso X, Cervantes, Calderón, Santa Teresa, Zayas and Sor Juana. (Same as Comparative Literature 284 and Women's Studies 284.)

[288] Sociology of Religion.
Introduces the constitutive theories and concepts of the sociology of religion, in particular how religious organizations, rituals and belief systems have been influenced and in turn, have influenced modernity and post-modernity. Topics include secularization and sacralization; the restructuring of American religion; religion, consumption and popular culture; gender, sexuality and power; and religion in the public sphere. (Same as Sociology 288.)

290F Methods and Theories in the Study of Religion.
Critically examines, through primary readings and case studies, representative methods from the history of the academic study of religion. Special attention to the theories that inform each method. (Writing-intensive.) Preference given to religious studies majors. Maximum enrollment, 20. Humphries-Brooks, Fox Tree.

295S The Crusades in Context.
People tend to view the crusades as part of a larger march toward European dominance in the world, when in reality they barely affected the surrounding empires. This course places the crusades into the larger context, examining Europe's place in a world where its first attempt to exert authority was crushed by the more sophisticated Mongols and Muslims. Topics covered range from military history, to the advent of courtly poetry and music, to the Franciscan papal emissaries to the court of the great Khan. (Same as History 295.) Eldevik.

[296S] Conflict in Christianity.
Examines the continual struggle in Christianity to come to a position of orthodoxy, either eliminating or accommodating various theological challenges, from early Christianity through the Protestant Reformation. Topics covered will include the early, Eastern Mediterranean schisms such as Nestorianism and Monophysitism, the High Medieval movements for reform, such as the Cathars, Humiliati and Franciscans, and the Protestant Reformation, including Erasmus, Luther, Zwingli and Calvin. (Same as History 296.)

297S Christianity in America, 1600-1890.
Examination of Christianity in America from the era of European settlement to the end of the 19th century. Topics include encounters with Native American religions, revivalism, sectarianism, slavery and antislavery, religion and politics, theological developments, popular beliefs and practices, and the rise of unbelief. (Same as History 297.) Ambrose.

[302F] Religion and the Five Senses.
Readings from poets and physiologists, anthropologists and artists, as we investigate the ways the five senses help to define our relationship to the world, particularly religious worlds. Religion itself will be taken to be primarily a human experience based on material, sensual relations with things. Aside from the readings, audio-visual and other sensual resources. Prerequisite, one course in religious studies. Maximum enrollment, 12.

[304F] Religion and Media.
Investigates the role of various media in shaping religious traditions especially Christianity, Judaism, Islam and Hinduism. Beginning with studies of orality and literacy, we move into the impact of the printing press, then electronic media including Internet and video games. Prerequisite, one course in religious studies or consent of instructor. Maximum enrollment, 12.

[305S] The World of Zen.
A study of basic Ch'an and Zen writings from China and Japan. (Writing-intensive.) Prerequisite, one course in religious studies, philosophy, Chinese or Japanese. Not open to students who have taken 219. Maximum enrollment, 20.

306S The Roots of Wisdom.
A comparative study of wisdom literature from the ancient world and its expression of the essential spiritual questions of humanity. Ecclesiastes, Job, Plato, several Upanishads, Chuangzi amd Liehzi, among others, will be studied. (Writing-intensive.) Prerequisite, one course in religious studies or philosophy. Maximum enrollment, 20. J Williams.

313F Seminar Religion and Modern Art.
Investigates the ways religious traditions have continued to influence the visual arts into the modern and postmodern periods. Topics range from the theosophical inclinations of Kandinsky and Mondrian to the mystical inclinations of abstract expressionism, from the "blasphemous" images of Ernst and Dix to the meditational video work of Gary Hill and Bill Viola. Media covered include painting, sculpture, video, architecture, and film. Recent exhibitions such as "Negotiating Rapture," "Traces du Sacre" and "The Third Mind" will be discussed. Prerequisite, one course in religious studies or art history. Includes mandatory two-day trip to NYC. (Same as Art History 313.) Maximum enrollment, 12. Rodriguez-Plate.

[314/414S] Altered States.
Research and reading about pursuits of higher consciousness in traditional religions. Emphasis on both classic and contemporary religious thought and practice. Projected topics include pilgrimage among Mexico's Huichol Indians, narratives of the Desert Fathers and the origins of Catholic monasticism, and the Life of Naropa, founder of the Kagyu order in Tibetan tantric Buddhism. Students will participate with the professor in collaborative research in these broad areas. Prerequisite, two courses in religion or consent of the instructor. Maximum enrollment, 12.

316/416S Image, Style and Revolution.
An exploration of image, style, and ideology in the formation of revolutionary consciousness with special attention to the idea of "cosmic race" in modern Mexico. Topics include the use of montage in Sergei Eisenstein's film Que Viva Mexico, the work of

Mexico's great public muralists, the Aztec image, and utopian views of matriarchal indigenous society. Basic technological training will enable students to produce media projects focused on the interpretation of images in a social and historical context. Prerequisite, two courses in religion or consent of the instructor. Maximum enrollment, 12. Richard Seager.

317S Jesus and the Gospels.
A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Prerequisite, one course in religious studies. Maximum enrollment, 20. Humphries-Brooks.

[318S] Biblical Rebels.
Careful study of selected Jewish biblical writings (Old Testament) as political fiction with a focus on rebels. Attention to language, characterization and genre. Prerequisite, one course in religious studies or consent of instructor.

[320] Environmentalism as Metaphor: Spirit, Nature and Civilization in Industrial and Post-Industrial America.
The concept of environmentalism in contemporary American religion, scholarship, literature, ecology movements, and utopian and dystopian visions. Reading, research and oral and final written reports. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

323S Mecca and the Islamic Pilgrimage: Global Perspectives.
Discussion of the central place of the hajj (Islamic pilgrimage) in transformation of Islamic belief and practice since its inception. Analyzes the importance of the pilgrimage in ritual, conversion, knowledge dissemination, the spread of Islamic cultures, and art and memory, all of which have produced a richly diverse and interconnected global Islamic civilization. (Writing-intensive.) Prerequisite, 180 or 275, or consent of instructor. (Same as History 323.) Maximum enrollment, 20. Bradley.

327S Religion in the United States: Pluralism, Change, Tradition.
A look at the history of the religious life of the United States within Hamilton College's geographic region. From the Onondaga traditions through 19th-century Utopian communities, to present day religious practices of immigrants from Italy, Bosnia, Thailand and elsewhere, this course relies on several site visits to the buildings and lands that various communities have considered sacred. (Same as American Studies 327.) Maximum enrollment, 12. Rodriguez-Plate.

[356S] The Shaman's Art.
Religious specialists' expertise rests as much in performance as in the recall and exegesis of esoteric sacred rituals, texts and doctrines. Yet what does successful performance entail, not only in terms of the scientific or supernatural efficacy of a ritual, but in terms of its artistry? Explores the role of ritual specialists as textual, verbal, visual, dramatic and technological artists by considering the work of indigenous shamans in Native traditions of the Americas, especially contemporary Maya "Daykeepers." Prerequisite, one course in religious studies, anthropology, Latin American studies or related fields, or consent of instructor. (Same as Anthropology 356.)

[375S] Religion, Art and Visual Culture.
What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism). Prerequisite, 0ne course in either art history or religious studies. Required weekend field trip to New York City. (Same as Art History 375.) Maximum enrollment, 12.

394F Topics in American Religious History.
Topic for Fall 2010: Church and State in America, 1600-1900. Survey of the relation between religion and politics in America from era of English colonization through the 19th century. Topics include colonial church establishments; Roger Williams; Revolution and disestablishment; Jefferson and the "wall of separation"; providentialism and nationalism; nativism and anti-Catholicism; and the limits of separation. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. (Same as History 394.) Maximum enrollment, 20. Ambrose.

396F Seminar: History of Gods.
A comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies, principally Greece, Rome, India, China, Korea and Japan. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism; myth and ritual; sacrifice; ritual performance; shamanism; cult; and devotion. (Writing-intensive.) Prerequisite, consent of instructor or relevant coursework in Asian studies, classics, history or religious studies. (Same as History 396.) Maximum enrollment, 16. Wilson.

Spring 2009 01 (Wilson T)
Fall 2010 01 (Wilson T)

[402S] Seminar: Art and Spirituality.
An exploration of the interconnection of the visual arts and the spiritual life in traditional and contemporary societies. (Oral Presentations.) Prerequisite, two courses in religious studies, art or art history. Maximum enrollment, 12.

[405S] Seminar in Modern India and the West.
An intensive study of selected modern Indian thinkers who have had an impact upon the West: Gandhi, Vivekananda, Yogananda, Sri Aurobindo, Krishnamurti. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

[407F] Seminar in The Celluloid Savior.
A seminar on the representation of Jesus in motion pictures. Prerequisite, two courses in religious studies and/or film or consent of instructor. Maximum enrollment, 12.

Fall 2008 01 (Humphries-Brooks S)

[412S] Seminar in Early Christianity.
Exploration of topics in the routinization of Christianity from sect to religion during its foundational period. Attention to literature, history and the social dynamics of change. Prerequisite, two courses in religious studies or consent of instructor.

421F Raging Gods: Scorsese and Coppola's Religious Films.
The religious in the films of Martin Scorsese and Francis Ford Coppola. As American New Wave auteurs they contribute to the emergence of a new sacramental style in American film. We pay attention to the film traditions that inform their development, e.g. Italian neo-realism, horror, film noir and French New Wave. A look at the influence of their Roman-Catholic, Italian-American religious culture. Prerequisite, two courses in religious studies and/or cinema & new media studies or consent of instructor. Maximum enrollment, 12. Humphries-Brooks.

[425S] Seminar in Mahayana Buddhism.
A seminar in the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, two courses in religious studies or consent of instructor. (Same as Philosophy 425.) Maximum enrollment, 12.

[430F] Seminar in Early Christian Mysticism.
Examination of earliest Christian mysticism as religious experience and social movement. Consideration of antecedents and selected later developments. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

[483] Seminar in Sacred Space.
Consideration of historical and contemporary spatial expressions of religion, art, architecture, religion and other cultural forms in the old Spanish borderlands region of northern Mexico and the United States, with particular attention to cross-cultural phenomena. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

501F,S Honors Program.
A project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

502F,S Honors Program.
Continuation of the honors project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

Russian Studies

Program Committee
John Bartle, *Director* (Russian)
Shoshana Keller (History) (F)
Sharon W. Rivera (Government) (F)
Franklin A. Sciacca (Russian)

Russian Studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian Studies consists of nine courses: the core courses Russian Studies 221, 222 and 370; five other courses from the list below; and the Senior Project (550), which must include use of Russian language sources. Completion of the Senior Project requires registration in 550. A copy of the description of the senior program is available in Christian A. Johnson 118. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian studies consists of five courses from the list below. All 100-level courses are open to juniors and seniors.

The first-year Russian language course pays particular attention to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close reading of Russian literature in the original in 370. Near-native and heritage speakers are encouraged to enroll in any of the Russian Studies courses. The readings can be completed in Russian with permission of instructor. Study in Russia on a semester or year program is strongly recommended for those interested in Russian Studies.

Courses in Translation

[100] Introduction to Russia: Murder, Civil War, and Opera.
Ivan the Terrible murdered his only healthy son in 1581. When Ivan died, he left Russia to face economic collapse, military defeat and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder little Tsarevich Dmitiri? Was the First False Dmitri for real? What about the Baby Brigand? Only Pushkin knew for sure, but it took Modest Mussorgsky to wrap it up in the greatest Russian opera of all time. (Writing-intensive.) No knowledge of Russian required. May be repeated for credit with consent of instructor. (Same as History 100.) Maximum enrollment, 20.

Spring 2007 01 (Bartle J)

[169] Dreams, Visions and Nightmares: Introduction to Russian Film.
Survey of Russian film from its beginnings through the Soviet period to the present. Introduction to the basic grammar, techniques and theories of filmmaking. Analysis of cinema as cultural artifact, as propaganda and as high (and low) art. Films include *Strike!*, *Brother*, *Little Vera*, *Burnt by the Sun*, *The Thief* and *The Return*. Afternoon and evening screenings. No knowledge of Russian required.

213F Politics in Russia.
Examination from historical and comparative perspectives of the politics after the collapse of communism in the former Soviet Union. Focuses on the Soviet legacy, the reforms of the Gorbachev and Yeltsin eras, the disintegration of the Union and the rise of Putin. Topics include the rise of nationalism and ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and the prospects for democracy after Putin. Prerequisite, 112, 114, Russian Studies 100 or consent of the instructor. (Same as Government 213.) D Rivera.

[221F] Early Russian History From Rurik to Alexander II.
A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. (Same as History 221.)

Fall 2008 01 (Keller S)
Fall 2009 01 (Keller S)

222S Modern Russian History: Serfs to Post-Soviets.
Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. (Same as History 222.) Keller.

Spring 2006 01 (Keller S)
Spring 2010 01 (Keller S)

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature.
Readings of representative works with emphasis on major literary movements, cultural history and basic literary devices. Primary

texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. (Writing-intensive.) No knowledge of Russian required. (Same as Comparative Literature 225.) Maximum enrollment, 20. Bartle.

Fall 2007 01 (Bartle J)

[226] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature.
Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the avant-garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Comparative Literature 226.)

[255] Jesus in the East: The Spiritual Traditions of the Byzantine and Russian Orthodox Churches.
An examination of the Byzantine Christian tradition, with focus on the practices of the Russian Church. Topics include sources of Eastern Orthodoxy, Patristics, the Ecumenical Councils, the Liturgy, the "Great Schism" and cult of the saints. Particular attention paid to Orthodox iconography and church architecture. No knowledge of Russian required. (Same as Religious Studies 255.)

[270] Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature and Art.
Examination of the portrayals of the cosmic conflict: Good vs. Evil, Heaven vs. Hell, God vs. Satan. The second half of the semester will be dedicated to a close reading and analysis of Fyodor Dostoevsky's*Brothers Karamazov*. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20.

295F Bloodsucking as Metaphor: Vampires, Werewolves and the Living-Dead in Myth, Literature and Film.
Exploration of vampire and werewolf myths in Russia and Eastern Europe, the cult of ancestors in Slavic ritual, folk beliefs and rituals associated with the dead and the so-called "living-dead," and the tradition of "dying-reviving" gods. Transformation of the myths and folklore into the popular cult phenomenon of Dracula in West-European and American literature and film. Particular attention paid to bloodsucking and shape-shifting as political, sexual and medical metaphors. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20. Sciacca.

298S Russian Folklife, Ritual and Lore.
An introduction to the folk literature and traditional culture of the Russians and Ukrainians. Investigation of life-cycle rituals, agrarian holidays, foodways, village life, folk religion and belief systems. Particular attention paid to the survival of pre-Christian cults and rituals of ancient Europe. No knowledge of Russian required. Sciacca.

345S The Soviet Union as a Multi-National State.
The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. Explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. (Same as History 345.) Maximum enrollment, 20. Keller.

550F,S Senior Seminar.
Independent work consisting of the preparation and presentation of a research paper, translation or other project designed by the student. Requires research using Russian-language sources. Open to senior concentrators only. Bartle.

Courses in Russian Language

110F First-Term Russian.
An introduction to the Russian language in a contemporary cultural context. Focus on development of speaking skills in real-life situations. Bartle.

120S Second-Term Russian.
Continued development of skills in spoken and written Russian. Intensive use of audio/visual/computer materials. Class activities include the production of a Russian-language video. Prerequisite, 110 or equivalent. Bartle.

210F Third-Term Russian.
Further development of conversation and composition skills, with an emphasis on contemporary topics. Prerequisite, 120 or equivalent. Sciacca.

Fall 2007 01 (Bartle J)

220S Fourth-Term Russian.
Continuation of third-term Russian. Introduction to the language of popular culture, including contemporary film and music. Prerequisite, 210 or equivalent. Bartle.

370F Readings in Nineteenth-Century Russian Literature.
Close reading in Russian and English of one or two major Russian authors of the 19th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. May be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent. Bartle.

[380] Readings in Twentieth-Century Russian Literature.

Close reading in Russian and English of one or two major Russian authors of the 20th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. May be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent.

Sociology

Faculty
Stephen J. Ellingson, *Chair*
Daniel F. Chambliss
Dennis Gilbert (F,S)
George Hobor
Jenny Irons
Yvonne Zylan

A concentration in sociology consists of nine courses: 101 or 110, 301, 302, 549, 550 and four additional courses. A Senior Project (550) culminating in a written thesis based on original research is required for the concentration. Prospective concentrators who will be off campus during their junior year are encouraged to take 301 and 302 as sophomores. Candidates for honors must have a 3.3 (88) or better average grade in sociology courses; must submit a thesis receiving a grade of A- or better; and must be approved by a vote of the department faculty. A minor in sociology consists of 101 or 110, 301 or 302, and three additional courses.

101S Introductory Sociology.
Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability and change of social life. Not open to students who have taken 110. Zylan.

110F American Society.
An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture. Not open to students who have taken 101. The Department.

[115] Social Problems.
Introduces students to the sociological study of social problems. Considers the construction, analysis, reaction to and potential solution of social problems. Examines the interrelationship between social problems, inequalities and social institutions. Students will play a major role in selecting the specific social problems to be discussed; subject areas may include family, health, crime, the environment, poverty, immigration and discrimination. (Proseminar.) Maximum enrollment, 16.

Spring 2008 01 (Arthur M)

[202] Sociology of Education.
Examines education as a social institution, focusing on how education works as a stratifying mechanism in contemporary and historical society and education's role in socialization and cultural transmission. A main focus will be the intersection of race, class, gender, and other forms of inequality within the educational system. Covers education from the early grades through college and graduate school. Contemporary issues in education, such as tracking, college admission standards, the Canon wars, the accountability movement and charter schools will also be discussed. Prerequisite, one course in sociology.

Spring 2008 01 (Arthur M)

[204] Social Class in American Society.
Consequences of inequalities in wealth, income, power and prestige. Social mobility, poverty, class differences in values and lifestyles, social class and politics.

[207S] Sociology of Sexualities.
Examines the social nature of sexual expression — how societies construct sexualities, focusing particularly on questions of gender, sexual discourses and the experiences of sexual "minorities." A consideration of theoretical concepts help frame historical and topical questions about a wide range of sexual behaviors, attitudes and ideals. Consideration of the importance of race, class and gender in shaping the way Western societies have understood and misunderstood sexuality as a physical, psychic and cultural force. Course materials will span a number of disciplines in addition to sociology, including history, psychology, anthropology and cultural studies.

212S Sociology of Gender.
Contemporary theories, understandings and performances of gender. Attention to the intersections of race, class, gender and sexuality, as well as the relationships of gender to life opportunities and experiences, social structures and societal reproduction. Prerequisite, 101, 110 or consent of instructor. (Same as Women's Studies 212.) Irons.

[213S] Culture and Society.
What is culture and why is it important in contemporary American society? What makes different types of culture — film noir or contemporary art — popular or powerful? How are cultural works produced and distributed? We will explore different empirical and theoretical approaches that attempt to answer such questions.Students will engage in a semester-long analysis of a specific cultural object (e.g., American Idol or 20th-century French literature) to assess the power of existing explanations and develop

their own explanation for the success or legitimacy of their object. Prerequisite, one course in sociology or permission of instructor.

Spring 2009 01 (Ellingson S)

217F Social History of Latin America.
The struggle to build democratic polities and societies is a central theme that runs through Latin America's varied history. A survey of Latin American history from the late colonial period to the present day, focusing on the diverse forms that democracy has taken and the many obstacles it has met. Traces the changing relationship between politics and social structure, culture, religion, war, nation-building and economic development. (Same as History 217.) Rath.

218S Sociology of Economic Life.
Examines economic phenomena through a sociological lens. Topics include the formation of markets, the organization of production, the corporation, business structure and strategy, competition and cooperation, entrepreneurship and unconventional markets. Draws from a variety of literatures within sociology to cover these topics, such as organizational theory, the sociology of culture and network theory. Hobor.

223F Law and Society.
Examines law as a social institution, examining how the law constructs, and is constructed by, social mores, cultural objects and themes, social structures, and individual and collective actors. A critical perspective toward the idea that law exists apart from the social world in which it exists and operates. Consideration to the importance of race, class and gender in shaping legal discourses and the operation of the civil and criminal justice systems. Prerequisite, 101 or 110, or consent of instructor. Zylan.

[225] Latin American Society.
Social structure and social change in Latin America. Topics include class structure, kinship, values, gender, race, population trends, development strategies, popular culture and religion.

230F Urban Sociology.
Examines how the spatial patterns of cities and the urban community have changed over time. We begin by reviewing the work of Chicago School sociologists on the industrial city. We then discuss how economic globalization has altered the social, economic and political organization of this type of city. We discuss new forms of urbanization and how life has changed within these forms. Prerequisite, one course in social science. Hobor.

[240] Self in Society.
An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life. Prerequisite, one course in sociology or psychology. Maximum enrollment, 60.

[251] Survey of Social Psychology.
A review of the classic work in the field and a broader “liberal arts” view of social psychology. Prerequisite, one course in sociology or psychology.

[257] Using Survey Research.
A practical course in methods of public opinion polling and other uses of sample surveys. Basics of questionnaire construction, sampling and analysis of survey results. Critical examination of the technical limitations and political implications of national dependence on opinion polling. Useful for students who expect to use surveys in connection with senior thesis research or careers in politics, marketing, journalism, education, etc. Prerequisite, two social science courses or consent of instructor. No previous courses in statistics or social science methods necessary. (Same as Government 257.) Maximum enrollment, 15.

[258] Poverty, Law and the Welfare State.
An examination of the laws regulating and protecting the unemployed, disabled, aged and children in families unable to support them. Welfare policy as expressed in civil and criminal law, including colonial settlement laws, 19th-century reforms, the New Deal Social Security Act and New York’s Article XVII in the 1930s, the War on Poverty of the 1960s and the restructuring of the welfare system in the 1990s. Readings from court opinions, historical accounts and other materials. (Writing-intensive.) Prerequisite, one course in sociology or government. (Same as Government 258.) Maximum enrollment, 20.

[260] Racial and Ethnic Groups: The Sociology of Race and Ethnicity in America.
Focuses on historic and ethnographic accounts of patterns of group life. Topics include race relations, economic and cultural discrimination, the intersection of race, ethnicity, social class and gender, and the dilemmas of assimilation and acculturation. (Writing-intensive.) Prerequisite, 101 or 110. Maximum enrollment, 20.

Fall 2007 01 (Arthur M)

270F Social Movements.
An examination of major sociological theories of social movement emergence, development and impact. Topics include mobilization, participation and leadership, tactics, movement culture and collective identity. Emphasis on U.S. empirical cases, including civil rights, feminist and sexual identity movements. Prerequisite, one course in sociology. Irons.

[288] Sociology of Religion.
Introduces the constitutive theories and concepts of the sociology of religion, in particular how religious organizations, rituals and

belief systems have been influenced and in turn, have influenced modernity and post-modernity. Topics include secularization and sacralization; the restructuring of American religion; religion, consumption and popular culture; gender, sexuality and power; and religion in the public sphere. (Same as Religious Studies 288.)

290S Classics of Modern Social Thought.
Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. (Oral Presentations.) Prerequisite, one course in history or sociology. May count toward a concentration in either history or sociology. (Same as History 290.) Maximum enrollment, 24. A Kelly and Chambliss.

301S Sociological Theory.
Examination of classic and contemporary sociological concepts and perspectives. The theorists covered include Marx, Weber, Durkheim, Freud, Mead, Berger and Luckmann, and Foucault. (Writing-intensive.) Prerequisite, two sociology courses. Maximum enrollment, 20. Chambliss.

[302F] Research Methods.
Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy and interpretation of the results. Both qualitative and quantitative methods presented. (Quantitative and Symbolic Reasoning.) Prerequisite, two sociology courses or consent of instructor.

[304] Seminar on Elites in American Society.
Initial readings will explore the elite concept in the work of Pareto, Mosca, C. Wright Mills and others, including their pluralist and Marxist critics. The remainder of the course focuses on the role of contemporary economic, social and political elites in the United States. Topics include the political role of corporate elites; the influence of class, race/ethnicity and gender in recruitment to elite positions; and the significance of upper-class society and related institutions such as elite private schools. (Writing-intensive.) Maximum enrollment, 12.

[311S] Seminar in Sociology of Culture.
An introduction to research approaches and theoretical traditions in cultural sociology. Explores how scholars from different traditions explain the relationship of different cultural objects, (e.g., television, rock music or religious ideas) to meaning and action, power and agency, social reproduction and change, and the creation of symbolic boundaries. Topics include popular and high culture, the production and reception of culture, the role of culture in creating and maintaining class, status, racial and gender inequalities. Prerequisite, two courses in sociology or consent of instructor. Maximum enrollment, 12.

[321] Gender and Social Movements.
Examines social movements as processes through which gender ideologies and inequalities are reproduced, challenged, and changed. Explores both gender-specific and broader movements to ask how gender matters for movement recruitment, participation, leadership, collective identity, framing and outcomes. Focuses primarily on U.S.-based movements, but also attends to movements in other countries. Prerequisite, One course in sociology or consent of instructor. Maximum enrollment, 12.

323F Seminar on Sexuality and Social Theory.
A critical investigation of the place sexuality occupies in social theory. Texts by social theorists will illustrate a variety of intellectual affiliations, including Marxist political economy, feminism, Freudian and post-Freudian psychoanalytic frameworks, and post-structuralist and post-modern perspectives. Examines how conceptions of sexuality figure in theories of social life, including theories of collective action, social organization, the origins and mechanisms of inequality and social identity. Prerequisite, two social science courses or consent of instructor. Some background in reading and analyzing difficult theoretical works (in sociology, political science, philosophy or a similar discipline). Maximum enrollment, 12. Zylan.

[327] Race and the Law.
An examination of how social constructions of race influence the construction of race as a legal category, and how race as a legal concept helps shape the social experience of race in America. Explores these questions through a theoretically driven and rigorous analysis of topics such as: racial disparities in education, housing, employment and the criminal justice system; “hate crimes”; civil rights law; environmental racism; “anti-miscegenation” statutes; segregation practices; and the welfare state. (Writing-intensive.) Prerequisite, one course in sociology or consent of instructor. Maximum enrollment, 20.

328F,S Citizenship, Democracy and the State.
What kind of citizenry is needed for the proper functioning of democratic government? How do we get such a citizenry? This course answers these two questions, focusing on how political and economic institutions shape society in ways more and/or less amenable to the ideal type democracy—one supported by and responsible to an active and knowledgeable citizenry. Prerequisite, two courses in social science. Maximum enrollment, 12. Hobor.

329S Seminar on the Social Production of Food.
Examines the production and consumption of food in contemporary societies from a sociological perspective. We will study how food shapes personal identity and communal life; the organizational and institutional contexts food production from farm to table; the role food plays in popular culture and the rise of alternative food movements. Covers such topics as food, communal identity and family; the culture and practices of “Foodies”; the world of the restaurant kitchen; globalization and changes in farming and food consumption. Prerequisite, one sociology course. Maximum enrollment, 12. Ellingson.

332S Sustainable Urban Development.
Recently, scholars and policy experts have stressed the importance of "sustainability" in addressing longstanding social and economic issues that have plagued American cities. For some, sustainability means "right-sizing" cities, controlling consumption and converting to green infrastructure. For others, it means developing durable economic and political institutions that can withstand exogenous shocks. Explores the broad theme of urban sustainability by requiring students to conduct original research projects on the topic. Prerequisite, one course in sociology or consent of instructor. (Same as Public Policy 332.) Maximum enrollment, 12. Hobor.

[343] Seminar on the Political Construction of Race.
Examines the historical and contemporary relationship between the political arena and the social construction of race. We will ask how the meaning of race and its associated material consequences are created, reproduced and contested through political processes, policies and institutions, including census classification, affirmative action, welfare programs, social movement dynamics, prisons and immigration. Prerequisite, two social science courses or consent of instructor. Maximum enrollment, 12.

352F Seminar in Complex Organizations.
Focuses on the development of modern organizations and how they work, examining why organizations take certain forms, why they succeed or fail, how they are managed, and how they are shaped by culture and social structure. We will study for-profit companies along with social movement organizations, non-profit organizations and governmental agencies. Develops understandings of the different strands of organizational theory and how to apply ideas to real organizations. Prerequisite, one course in sociology. Maximum enrollment, 12. Hobor.

[353] Sociology of Immigration in the US.
This course applies sociological approaches to the study of international migration to the United States. Students will examine how immigration and citizenship are constructed, and compare earlier waves of immigration with more recent waves of Asian, Caribbean and Latin American immigration. The course examines institutional responses to past and current immigration to explain variations across and within immigrant groups by race, gender, sexual and age identities. We will consider the impact international migration has had on the United States, immigrants and their sending communities. Prerequisite, 1 course in sociology, africana studies or hispanic studies. Maximum enrollment, 12.

[360] Seminar on Mexico.
Long-term processes of social change and political upheaval in Mexico. Topics include the formation of Mexican society, class structure, poverty, population trends, ethnic conflict, religion, popular culture, political elites, democratization, international migration, development strategies and globalization. (Writing-intensive.) Not open to first-years, except with consent of instructor. (Same as .) Maximum enrollment, 12.

[361] Seminar: Politics and Culture.
Examines the ways that culture — ideologies, symbols, rituals, art, music, film — influences the political sphere and becomes an arena for contentious politics. Topics include revolutions and state-formation, electoral politics, religion and collective violence, the politicization of social problems, national identity and collective memory, and conflicts over contemporary art, television and popular culture. Prerequisite, one social science course or consent of instructor. Maximum enrollment, 12.

[373] Seminar on the Constitution and Social Policy.
The U.S. Constitution is frequently invoked in public debates over social policy — e.g., concerning gun violence, marriage recognition and euthanasia. Examines such questions as what role does the Constitution play in the operation of policy-making institutions? Have constitutional arguments and considerations become increasingly prevalent in the making of American social policy and, if so, why? What are the discursive, cultural and institutional effects of deploying constitutional arguments in social policy-making? Prerequisite, Includes an analysis of anti-poverty initiatives, gun ownership, the death penalty, abortion rights, marriage, sexuality and procreation, and the right to die. Prerequisite, two social science courses or consent of instructor. Maximum enrollment, 12.

Spring 2006 01 (Zylan Y)

[420] Advanced Topics in Contemporary Sociology.
Critical examination of key works of contemporary sociological theory and research. Topics include current issues in sociological theory as well as new directions in principal substantive areas of the discipline. (Writing-intensive.) Prerequisite, consent of instructor. Maximum enrollment, 20.

[445F,S] Research Practicum in Sociology.
A working seminar in applied social research carrying out studies for the Mellon Assessment Project on liberal arts at Hamilton. Students will conduct interviews, perform quantitative analyses of qualitative data using HyperResearch, learn and use methods of multiple regression of survey data using SPSS, and discuss methods of data analysis and synthesis. Each student will write several reports for the project. Prerequisite, 302 or a comparable course in methods or statistics, and consent of instructor. Maximum enrollment, 12.

549F Senior Seminar.
For concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal. (Writing-intensive.) (Oral Presentations.) Open to senior concentrators only. Maximum enrollment, 20. Chambliss.

550S Senior Project.
Investigation, through original research, of a sociological topic resulting in a thesis. Open to seniors only. The Department.

Theatre

Faculty
Craig T. Latrell, *Chair*
Carole A. Bellini-Sharp
Mark Cryer
Andrew C. Hood

Special Appointment
David A. Stoughton

A concentration in theatre consists of 10.5 credits: 102, 105, 110, 120 or 130, 141 or 142, 201, 202, 303, 307; two of the following: 224, 230, 236, 238, 245,255; 550 or 560. Prerequisite for 102: 101 or consent of instructor. Majors must audition for all mainstage productions and participate in at least one mainstage production. Students are encouraged to elect additional courses in art, music and dance.

The Senior Program requirement in theatre may be fulfilled through a satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or designing for a departmental production. No student who has completed the requirements and maintained a 3.0 (85) average in theatre courses will be prohibited from selecting a performance/production as the Senior Project. Students falling below the 3.0 (85) average will be required to take the research option or to register for an independent study prior to the project as preparation.

Departmental honors will be awarded to students with an average of 3.5 (90) or above in departmental coursework, and an A- or higher on the senior project.

A minor in theatre consists of 102, 105, 110 or 120, 307 and one elective.

101F,S Introduction to Stage Performance.
Exploration of the basic elements of theatrical performance and stage presence. Introduction to theatre vocabulary, performance concepts and skills, and the creative process through kinesthetic, vocal, sensory and imaginative exercises, as well as improvisation and stage action. An ensemble approach that relies on individual and group commitment and collaboration. (Proseminar.) Not open to juniors and seniors except with consent of the department. Maximum enrollment, 16. Cryer.

Fall 2007 01 (Cryer M)
Fall 2007 02 (Cryer M)

102F,S Introductory Acting Workshop.
An intensive continuation of 101. Development of acting skills through exploration and workshop performances of monologues and scenes from modern plays. (Oral Presentations.) (Proseminar.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 16. Cryer.

105S Stagecraft.
Fundamentals of scenery construction, rigging and scene painting. Three hours of class and six hours of laboratory. Maximum enrollment, 12. Stoughton.

[106F] Out Loud.
Through the introduction of a variety of performance genres, this course develops oral communication, public speaking and public performance skills. Although no prior experience in performance or public speaking is expected, students will learn about and participate in such genres as storytelling, solo performance, hip-hop theatre, spoken word poetry, Sprechstimme and cabaret. Students will learn basics of speaking in front of the camera and a live audience. Writer/performers to be studied/performed include Tim Miller, Karen Finley, Ntozake Shange, Danny Hoch, Sarah Jones and Bertolt Brecht. (Oral Presentations.)

[110S] Performing Cultures: Multicultural Theatre in the US.
Combines the study of contemporary theatre and drama as it reflects, represents and interprets diverse American cultures, with a hands-on examination of how theatre is made. Through projects, the class examines the challenges posed by a variety of genres and seeks to develop the skills and collaborative strategies necessary to realize dramatic texts on the stage and to communicate clearly with an audience. No knowledge of theatre required. Open to seniors. Offered in alternate years. (Oral Presentations.) No knowledge of theatre required. Open to seniors. Offered in alternate years.

[120S] World Performance in Context: An Introduction to Global Multicultural Theatre.
Examines the performances of diverse world cultures, interweaving critical and historical perspectives with a hands-on examination of how and why theatre is created. (Oral Presentations.) Although no prior performance experience is necessary, students may be expected to participate in workshops. Open to seniors.

130F Visual Storytelling: What's a Picture Worth?.
Through the exploration of basic visual elements including color, form, space and movement, students learn to communicate complex ideas and narratives non-verbally. While focusing on performing arts, we will also examine relevant works of fine art, architecture, film and video. Assignments consist of individual and group projects and presentations, putting into practice concepts discussed in class. While no previous art or theater experience is necessary, students should be prepared to face the challenge of expressing themselves outside the realm of written papers and oral presentations. (Oral Presentations.) Open to seniors. Maximum enrollment, 20. Holland.

141-142F,S Production.
The study of theatre through participation (performance and/or technical work) in a faculty-directed production. One-half credit. May be repeated for credit. Casting by audition. Bellini-Sharp (Fall); Latrell (Spring).

201F Intermediate Acting.
20th-century performance aesthetics. Practical exploration of non-realistic theatrical methods, emphasizing challenges to Stanislavskian naturalism in the work of Meyerhold, Artaud, Grotowski and Brecht. Intense text and performance work. Prerequisite, 102 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

202S Intermediate Acting Workshop: Character and Language.
Scene and monologue work, textual analysis and characterization. Focus on Shakespeare. Prerequisite, 102, 201 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

212S Scene Design.
A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections and models. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 110, 120 or 130, or Art 104 or 109. Maximum enrollment, 12. Holland.

[213F] Lighting Design.
A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections and control charts. Prerequisite, 105.

214F Sound Design.
Students will learn how a designer develops, communicates and executes an effective and creative soundscape for a theatrical production. The basics of sound technology will be discussed and the student will have the opportunity to record, engineer and execute their own creative content. Focuses on sound as an artistic medium and explore how it can be used alongside other production elements to create the world of the play and convey thematic, emotional and environmental information. (Oral Presentations.) Prerequisite, 105. Maximum enrollment, 12. Stoughton.

215S Scene Painting.
Through a series of projects and demonstrations, introduces students to the basic principles of scenic painting for film, television and the performing arts. Topics covered will include color mixing, texture, faux finishing (wood grain, marble, etc.), brush and spray techniques, trompe-l'oeil and large scale cartooning and painting. Prerequisite, 105 or 130, or a 100-level art course. Maximum enrollment, 12. Holland.

224F Playwriting.
Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, Theatre 110, 120, 130 or a 100-level writing-intensive course in English or English 204. While no prior acting experience is required, students participate in staged readings of works. (Same as English and Creative Writing 224.) Maximum enrollment, 16. Latrell.

[230] Female Parts: Gender Play on the Western Stage.
Explores gender and gender issues in classical and contemporary dramatic literature, theatre and performance, and how "female" has been defined, represented and played. Topics include constructing "female" and its cultural significance; cross-dressing; the role of women performers and writers in shaping the representation and construction of female; contemporary feminist performance theory. (Oral Presentations.) (Proseminar.) Open to seniors with consent of instructor. Maximum enrollment, 16.

[236S] Outrageous Acts: Avant-Garde Theatre and Performance Art.
An examination of experimental art's capacity to shock and to force us to recognize ourselves from new and unexpected perspectives. The historical, cultural and philosophical origins and influences, as well as exemplary works from the early avant-garde movements (1890-1940) and more contemporary avant-garde theatre and performance art (1950-1990). Discussion of the art, music, literature, theatre and film of Surrealism, Symbolism, Expressionism, Dada, Futurism, Constructivism, Epic, The Living Theatre, Grotowski, Monk, Wilson, Foreman, The Wooster Group, Hughes, Finley. (Oral Presentations.) (Same as Art History 236.)

[238S] African-American Theatre.
Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes. (Oral Presentations.) Prerequisite, 110 or 120. Open to sophomores and juniors only.

(Same as Africana Studies 238.)

[244F] Tragedy: Then and Now.
How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Writing-intensive.) (Same as Comparative Literature 244 and Classics 244.) Maximum enrollment, 20.

245S "All Shook Up": How Modern Theatre Transformed Western Notions of Gender, Sex, Class and Reality.
A study of modern drama as literary and social text, with special attention to issues of class and gender. How does dramatic form express political and philosophical ideas? What is "modern"? Once experimental, these modern classics shaped theatre today. Texts to include works by Büchner, Ibsen, Strindberg, Chekhov, Pirandello, Shaw, Beckett, Brecht, Ionesco, Genet, O'Neill, Treadwell, Lorca, Williams, Hansberry, as well as recent interpretations and productions of some of these works. Prerequisite, one course in theatre or literature. Not open to students who have taken 345. (Same as Comparative Literature 245.) Bellini-Sharp.

255S Asian Performance: The Exotic Body.
An exploration of Asian performance forms and performers, and how they are represented in the West. Focus on elite, popular and hybrid forms arising out of the cultures of China, Japan, India and Southeast Asia, and the way these forms have functioned as tokens of exoticism in the West. No prior performance experience necessary, but students will be expected to participate in workshops. Open to seniors. (Oral Presentations.) (Proseminar.) Prerequisite, one course in theatre or Asian studies or consent of instructor. Maximum enrollment, 16. Latrell.

300F,S The Study of the Theatre through Production and Performance.
Performing a major role, stage management, dramaturgy or design of scenery, lighting or costumes for a faculty-directed production. (Oral Presentations.) Prerequisite, invitation of department. May be repeated for credit. The Department.

[301S] Advanced Seminar in Performance.
A performance-oriented seminar focusing on a specific area of world performance ideas and techniques. Each offering will focus on a different area: for example, political theatre, Asian theatre, Eastern European theatre, solo performance, intercultural performance or intermedia performance. Addresses the connections between research and performance. Offered in alternate years. Prerequisite, 202 or consent of department. Maximum enrollment, 12.

303F Directing.
Fundamentals of play direction and script analysis. Study of selected directors and directorial problems; the direction of exercise scenes; and direction of a final scene or one-act for public presentation. Prerequisite, two semesters of acting and two other courses in theatre or dramatic literature or consent of instructor. Latrell.

307F History of Theatre.
An introduction to the basic texts of theatre history from classical antiquity to the Baroque era, focusing on the themes of cross-dressing in performance, space and how it shapes theatre, and the representation of reality on the stage. Places performance within social, cultural and historical contexts, and also provides an introduction to non-Western performance. Offered in alternate years. (Oral Presentations.) Prerequisite, 110, 120, any 200-level theatre course, English 206 or consent of instructor. Latrell.

550F,S Senior Thesis.
A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

560F,S Senior Performance/Production.
An acting showcase, the directing of a play, costume, set and/or lighting design for a departmental production. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. Senior project proposals, written in consultation with faculty, are due at the end of the fall semester of the senior year. The Department.

Women's Studies

Faculty
Anne E. Lacsamana, *Chair*
Vivyan C. Adair
Joyce M. Barry
Margaret Gentry
Heather Merrill

The concentration in women's studies consists of nine courses: 101, 201, 301 and 550; two courses selected from among 314, 327, 401, 402 and 405; and three electives. With the approval of the concentrator's advisor, one course focused on women or gender that is not cross-listed with women's studies may be counted toward the electives required for the concentration.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of at least 3.5 (90) in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director.

A minor in women's studies consists of 101, 201, 301, one course selected from 314, 327, 401, 402 or 405, and one elective.

Students without prior courses in the program may enroll in courses above the 100 level with permission of the instructor.

101F,S Introduction to Women's Studies.
An interdisciplinary investigation of past and present views of women and their roles, treatment and experiences in institutions such as the family, the state, the work force, language and sexuality. The diversity of women's experiences across age, class, ethnic, sexual, racial and national lines introduced, and theories of feminism and of women's studies discussed. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. Adair, Barry and Lacsamana.

[190] Women and Madness.
Examination of historical, cultural, literary, artistic and psychological constructions and representations of women as "mad." Uses feminist sociopolitical perspectives to explore how these representations are connected to topics such as anger, violence, sexuality, race, class, conformity and resistance to female roles, and the psychiatric and psychological communities.

Fall 2008 01 (Gentry M)

201S Introduction to Feminist Thought.
An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Lacsamana.

203F Women and War: Feminism, Militarism and Nationalism.
Examines the ways war and processes of militarization impact women in developed and so-called developing countries. Accompanying this discussion will be an analysis of women's relationship to the "state" and "nation" during periods of warfare. Readings range from personal narratives written by women who have experienced war first-hand to those actively engaged in revolutionaly anti-imperialist struggles. These narratives will be grounded by theoretical readings that explore the ongoing debates and tensions among feminists regarding nationalism, violence, war and militarization. Lacsamana.

[208] Women in Music.
A critical examination of popular and art music from women's perspectives in relation to race, class and sexuality. Topics include women as performers and composers, representations of women in music, musical criticism and cultural values that have affected women's participation in musical life. (Same as Music 208.)

[210S] Twentieth-Century Sexuality: Literature and Film.
Examination of the emergence, normalization and regulation of heterosexuality and homosexuality as categories of identity through the literature and film of the 20th century. Literature will include literary "classics," pulp fiction, picaresque novels, feminist fiction and postmodern narratives. Feminist as well as closeted and homophobic films will be included. (Writing-intensive.) Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 20.

[211F] Women, Gender and Popular Culture.
Interdisciplinary investigation of how popular culture reproduces gendered identities and racialized differences. Feminist theories of popular culture will inform examinations of racial stereotypes and heterosexist conventions in diverse forms of popular culture (films, fiction, non-fiction, television, music, the internet) from 1980-present in both mainstream and sub-cultural contexts. Analysis of popular culture's commodification of contradictory versions of "womanhood," as well as how women's self-representations pose complex questions of agency and resistance in the culture industry. Prerequisite, one course in women's

studies or consent of instructor.

212S Sociology of Gender.
Contemporary theories, understandings and performances of gender. Attention to the intersections of race, class, gender and sexuality, as well as the relationships of gender to life opportunities and experiences, social structures and societal reproduction. Prerequisite, 101, 110 or consent of instructor. (Same as Sociology 212.) Irons.

[217] Introduction to US Latino/a Literatures.
Examination of cultural production of representative U.S. Latino/a writers, filmmakers and visual artists from the civil rights movement to present. Focuses on the rewriting of contextual history of Latinos within the United States through interdisciplinary texts. Emphasis placed on literary, cultural and historical/political analysis, feminist criticism and anti-racist pedagogies. Prerequisite, English 150 or any literature course in any language at the 200 level. No knowledge of Spanish required. Taught in English. (Same as Hispanic Studies 217.)

[222] Race, Gender and Culture.
A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) Prerequisite, one course in philosophy, Africana studies or women's studies. (Same as Africana Studies 222 and Philosophy 222.) Maximum enrollment, 20.

[225S] Women, Law, Public Policy and Activism in the Contemporary United States.
An examination of feminist analysis of legislation and legal theory; public, educational and social policy; and legal/policy activism in the U.S. Opportunity for law or public policy research and/or internship in area. (Writing-intensive.) Maximum enrollment, 20.

233S Geographies of Race and Gender.
Examines how "natural" differences of gender and race are created through discourses, images and everyday practices in particular spatial contexts. Using historical and fictional texts, ethnographies, theoretical discussions and films the course explores the production of racial and gender differences in European development and imperialist expansion. Focuses on three historical periods in the production of racialized and gendered geographies: plantation/slave societies in the Americas, African Colonialism, contemporary globalization and ethnic diversity in Europe. (Same as Africana Studies 233.) Merrill.

[235S] Women in Modern Asia.
Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. (Same as History 235.)

[239] Gender and Politics in Latin America.
How does gender influence the incorporation of citizens into the processes of political and economic development in Latin America? What implications does women's activism hold for women and for politics? Specific topics include suffrage and the definition of citizenship, women's status under various types of political and economic regimes, elite and working class women's organizations and the meaning of feminism in Latin America. (Writing-intensive.) Prerequisite, 112 or one course in women's studies. (Same as Government 239.) Maximum enrollment, 20.

243F Gender, Space and Identity.
Examines the centrality of space and gender in the taken for granted ways we think about the world and its organization. How does gender intersect with class, race and other power relations embedded in the places where we live our daily lives? Explores how men and women come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways. Case studies focus on the spatial scales of the body, home, public spaces, the workplace, borders, diasporic and spaces of migration, and the nation and state in diverse cultural and historical contexts. Merrill.

[246F] Feminist Visual Culture.
Considers the revolutionary work of feminist artists and the ways they have utilized visual culture as a form of political dissent, empowerment and social change. Examines the theoretical frameworks used to interpret and evaluate this work, and looks at the historical interrelationship between feminism and the arts as expressed in various examples of contemporary art, media and film. Prerequisite, 101 or consent of instructor.

255S Gender and Environment.
Examines the connections between racial, gender and class oppression and the subjugation of the non-human environment. Reading works by scholars such as Carolyn Merchant, Vandana Shiva, Karen Warren, Greta Gaard and Mary Mellor, we will examine feminist environmental thought, exploring the theoretical links between women, nature and culture, and connecting these theories to women's environmental praxis. (Writing-intensive.) (Same as Environmental Studies 255.) Maximum enrollment, 20. The Program.

278S The Straight Story?: Rethinking the Romance.
A study of the ways in which various forms of sexual desire (overt or closeted) drive the plot of literary works. How is desire constructed? How have authors used, manipulated and resisted the marriage plot for aesthetic and political ends? Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include such authors as Austen, Diderot, Balzac, Zola, Wilde, Baldwin. (Same as Comparative Literature 278.) The Department.

[280] The Politics of Gender.
The impact of gender on politics in the United States and the value of studying politics from a gender perspective. Topics include political socialization, communication, media coverage, public opinion and voting behavior; women's movements for rights and mobilization around issues like the environment; women as public leaders; gender and electoral politics; symbolic gender politics and issues such as education and welfare reform. (Writing-intensive.) Prerequisite, 116, 117 or consent of instructor. (Same as Government 280.) Maximum enrollment, 20.

[281] Performing Politics: Gender and Sexuality.
Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on performances in 20th-century Europe and the United States, we will read plays, theatre history, and political and historical documents to understand 1) how playwrights have used theatre for political ends and 2) how both "left" and "right" have mobilized people in demonstrations that might be considered performances. Topics include AIDS, reproductive rights and sexuality (drag and performance art). Prerequisite, one course in theatre or comparative literature. (Same as Comparative Literature 281.)

[284F] From Harlot to Saint: Muslim Women, Christian Women and Other Women.
How are women portrayed in Premodern texts? Did women speak through these texts or were they spoken for? Examines these questions and others as we explore Christian and Muslim textual representations of woman, her relationships with men and society, her spirituality and particularly her corporality from 11th- 17th centuries. From harlot to saint, from poetess to mystic and enlightened one, we will examine her textual roles as a reflection of her cultural roles in Al-Jahiz, Ibn Hazam, As-Sulamii, Nafzawii, Alfonso X, Cervantes, Calderón, Santa Teresa, Zayas and Sor Juana. (Same as Comparative Literature 284 and Religious Studies 284.)

301F Feminist Methodological Perspectives.
An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has transformed how we think about and study gender in the sciences, social sciences, arts and humanities. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Barry.

[310F] Black Women's Experience in the United States.
Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101 or consent of instructor. (Same as Africana Studies 310.) Maximum enrollment, 20.

314F Seminar: Feminist Perspectives of Class in the United States.
Examines class and class struggle as it is associated with ethnicity, nation, race, gender and sexuality in the United States. Uses representations of class and class struggle in history and in contemporary literary, cinematic, social change movement and academic texts. Prerequisite, one course in women's studies, sociology, economics or consent of instructor. Maximum enrollment, 12. Adair.

316S Globalization and Gender.
Analysis of globalization and its impact on the economic experience of women. Topics include the definition of globalization with particular emphasis on economic globalization; restructuring in the industrialized economies; gender-related issues in the labor markets of industrialized countries, such as occupational segregation, wage gap, feminization of the labor process; structural adjustment; and case studies of female labor participation in the Third World. (Writing-intensive.) Prerequisite, 102. (Same as Economics 316.) Maximum enrollment, 20. N Balkan.

317S Seminar: Women Writing Against the Grain.
A comparative investigation of U.S. women writing their own stories through the genre of autobiography in the 19th and 20th centuries. Attention to theoretical and practical questions of ideology, genre, language, audience and reception. Particular focus on women's self-representation as hegemonic transgression at the intersections of race, class, gender, sexuality, nationality and ableism. Prerequisite, one course in women's studies and some coursework in comparative literature or literary theory, or consent of instructor. Maximum enrollment, 12. Adair.

[327S] Seminar on Women and Aging.
Focuses on women's experiences of aging across the lifespan with attention to midlife and beyond. Examines images of aging women in literature and the media; ageism and the impact of race, class and sexual identity on aging; aging women's experiences of the body, reproduction, health, economic issues and social and familial relationships. Considers how changing age distributions in the United States will influence intergenerational relationships and social policy. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

328S Gender, Race and Immigration in a Global World.
Examines the cultural and geographical consequences of the rise of free markets since the 1970s, focusing on immigration and the place of women, ethnic and religious minorities in contemporary Europe. Uses case studies, films, novels and theoretical reflections to explore how global restructuring processes affect movements of populations, gender relations, and national, ethnic, gendered and racialized identities. Emphasizes the African Diaspora, popular ideas of blackness and racial identity, racelessness and the intensification of intolerance and racism in Europe. Prerequisite, one course in women's studies or consent of instructor. (Same as Anthropology 328 and Africana Studies 328.) Maximum enrollment, 12. Merrill.

[331S] Seminar on Women's Movements and Grassroots Organizing.
Interdisciplinary course exploring social, economic, cultural and political issues that influence and determine the women's movement and grassroots organizing in a specific location. Prerequisite, one course in women's studies and consent of instructor. One-and-one-half hours per week. One-half credit. Preference given to those planning to participate in 332. Maximum enrollment, 22.

[332S] Field Study.
An interdisciplinary field study of coalition building efforts, feminist strategies for change and research methods with grassroots organizers and women's movement leaders, learning first-hand from those involved in social change projects. May include lectures, workshops, site visits, interactions with people from diverse cross-section of local society, and will conclude with implementation of community-based project. Prerequisite, 331. Concurrent registration in 331 required. Extra cost. One-half credit. Maximum enrollment, 12.

334S Kitchen Culture: Women, Gender and the Politics of Food.
A cultural studies examination of women's long-standing association with the private space of the home, in particular the kitchen, and the production and consumption of food. Grounded by feminist theoretical discussions of domesticity, the class analyzes how notions of family, community and cultural practices connected to food are differentiated by race, class, ethnicity and nationality. Prerequisite, 101 or consent of the instructor. Maximum enrollment, 12. Barry.

[340] Women in Antiquity.
An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature and art. Covers the period from ancient Egypt and early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Classics 340.) Maximum enrollment, 20.

[341S] Women, Gender and Power in Ancient Egypt and Greece.
An interdisciplinary study of the varying degrees and types of power available to women in ancient Egypt and Greece. Students will analyze evidence from art, archaeology, classical literature, history and sociology to interpret the social construction of race, gender, class and sexuality in these ancient societies. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Classics 341.) Maximum enrollment, 20.

[344] History of Sexuality.
Examines the history of sexuality in Western cultures since the 17th century. Key topics include the change from the natural vs. the unnatural to the normal vs. the abnormal; the political, economic and social uses of human sexuality; changing biological definitions of sexuality; and special awareness of evolving class, racial, gender differences. (Writing-intensive.) Prerequisite, one 200-level course in European history or any 100-level course in history and one course in women's studies, or consent of instructor. (Same as History 344.) Maximum enrollment, 20.

[345] The Female Autograph: Women's Writing in the Hispanic World.
Cross-cultural study of women's literary texts in Spain, Latin America and the United States. Textual analysis grounded in feminist literary, social theories and critical frameworks; particular attention paid to women's agency and writing as transgressions in patriarchal symbolic order, to the consideration of a generolecto (women's specific literary inscription) and to theoretical and critical approaches to gender and writing. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. (Same as Hispanic Studies 345.)

[372] Unraveling Cleopatra.
Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, this course will explore how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) Prerequisite, one course in classical studies or Africana studies. (Same as Africana Studies 372 and Classics 372.) Maximum enrollment, 20.

[377] Latino/a Experiences in the United States.
Rigorous examination and historico-political analisis of U.S. Latina literary production and poetics with focus on short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherríe Moraga, M. H. Viramontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. Prerequisite, two 200-level courses in literature or consent of instructor. No knowledge of Spanish required. Taught in English. (Same as Hispanic Studies 377.)

381F Freedom: Topic: Audre Lorde.
An interdisciplinary, multimedia examination and analysis of how Audre Lorde negotiated the intersection of race, gender, sexuality and class in her poetry and essays. (Writing-intensive.) Prerequisite, 220, 221 or consent of instructor. (Same as Africana Studies 381.) Maximum enrollment, 20. Haley.

[385] Seminar on Theory and Politics of Education.
The role of the educational system in the construction and reproduction of gender, class and racial inequality. Topics include the

control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism versus anti-racist education, feminist pedagogy and the formation of communities of resistance in the academy. Prerequisite, one course in women's studies, education or consent of instructor. Maximum enrollment, 12.

[386F] Seminar in Theorizing Diaspora: Asian American Feminism in the Era of Globalization.
Seminar using film, scholarly essays, visual art and memoir to examine the social, political and economic issues that shape and inform the Asian American women's movement. Topics include labor migration, militarism, women's work, community and identity. Texts will compare Asian American women's experiences with other marginalized groups along lines of race, class, gender and nationality to understand how Asian American feminist organizing forges coalitions with others to collectively respond to the injustices wrought by globalizing processes. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

401S Seminar: Theories of Sexuality.
Analysis of contemporary theories of sexual development, identity and practice through a feminist/critical theory lens. Topics include theories of gender and sexuality, constructions and practices of masculinity and femininity, historical, geographical and cultural constructions of heterosexuality and homosexuality, lesbian/gay/bi/trans sexuality and gender identity, sexual objectification and commodification, reproduction, sexual politics, sexual/social violence and resistance and sexuality as mitigated by codes of race, class, gender and age. Prerequisite, two courses in women's studies or consent of instructor. Maximum enrollment, 12. Adair.

402F Seminar on Global Feminisms.
Comprehensive examination of global feminism, focusing on the rise of women's movements for economic and social justice. Attention to the role of socio-cultural constructions of femininity and masculinity; issues of violence against women and children; poverty; economic, sexual and civil rights; immigration and citizenship; global migration; and the construction of identity by dismantling national and transnational relations of exploitative power regimes. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Lacsamana.

[405S] Seminar: Black Feminist Thought.
Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages. Exploration of how black women are not simply victims of oppression but visionary agents of change. Areas examined include history, literature, music, art, education, sociology and film. Prerequisite, one course in women's studies or consent of instructor. (Same as Africana Studies 405.) Maximum enrollment, 12.

[406] Women, Science and Rationality.
Historically, scientific authority has been a function of the claims of men. Why have women not enjoyed this same authority? Many feminist science critics claim that there is an androcentric bias within the very structure of science. Others claim that science has upheld an unbiased objectivity, but that such factors as capability and disinterest have resulted in fewer women in science than men. Who is right? To answer, we will look closely at the lives, work and obstacles of many women scientists as well as the work of feminist science critics. Prerequisite, three courses in philosophy or consent of instructor. (Same as Philosophy 406.) Maximum enrollment, 12.

Fall 2008 01 (Calvert-Minor C)

410S Seminar in Postcolonial Feminism.
Examines postcolonial critiques of Western feminism and efforts to create intersectional, transnational and anti-racist approaches to the study of women and gender around the world. Explores various issues in postcolonial feminist theory and practice, including the way advanced capitalist relations reproduce forms of sexualized, gendered and racialized domination, constructions of 'race' and indigeneity, the intersections of colonialism and neocolonialism with gender, nation, class, race and sexualities in women's lives, subjectivities and struggles against oppression. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Merrill.

550F,S Senior Program.
A project or thesis on a topic in women's studies. Limited to senior concentrators and interdisciplinary concentrators with a focus on women's studies. The Department.

Writing

Faculty
Doran Larson, English and Creative Writing *(Chair)*
Tara McKee, Psychology
Jennifer Irons, Sociology

Special Appointment
Sharon Williams

Writing is a central focus of the academic mission of Hamilton. All students must complete the Writing Program by passing at least three writing-intensive courses, each taken in a different semester. For detailed information on the writing requirement, see "Standards for Written Work" under "Academic Regulations." A complete list of writing-intensive courses is published each semester in the pre-registration materials from the Office of the Registrar.

Note that there is no concentration in Writing.

The following courses offer intensive focus on the development of writing skills.

110F Writing about the Environment.
Students will develop their ability to analyze and compose written argument about current environmental issues, including climate change, alternative energy sources and resource conservation. Readings are drawn from current and classic writing about the environment; writing assignments include essays, persuasive letters and a short research paper. (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16. S Williams.

Fall 2008 02 (Isserman M)
Fall 2008 03 (Orvis S)

111F Adventure Writing.
Students will learn the basics of good writing through writing about their outdoor experiences and writing about the history of exploration and mountaineering. Readings will range from the 1804-06 journals of the Lewis and Clark expedition to contemporary books about Himalayan mountaineering. Two required field trips to the Adirondacks in September: a one-day canoe trip (Saturday) and a weekend (Friday to Sunday) backpacking trip. May be associated with an Adirondack Adventure trip prior to Orientation. (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16. Isserman.

[112F] Writing Arguments.
Students will develop their ability to analyze and conduct arguments by reading arguments about such diverse topics as what makes good writing, what creates excellent Olympic swimmers, and what scientific research can tell us about what it means to be human. Readings are drawn from a variety of disciplines and from magazines, such as "The New Yorker" and "Natural History," as well as from classic texts such as Plato's "Apology" and King's "Letter from a Birmingham Jail." (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16.

113F Writing about American Autobiographies.
Writing about American autobiographies, from Benjamin Franklin to Barack Obama, analyzed from a sociological perspective. Designed for first-year students interested in becoming more successful writers. Focus on composing coherent written arguments at the college level, with particular attention to the development and presentation of evidence. Constant practice in short-essay writing and revising, with frequent peer review. (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16. Gilbert.

[310S] Seminar in Expository Writing.
Designed for students from any concentration who wish to improve their writing. Offers constant practice in composing a variety of essays. Drafts of essays are discussed in frequent peer tutorials. Other class meetings take up such matters as grammar, mechanics, audience, tone and style. (Writing-intensive.) Open to sophomores, juniors and seniors. May not be counted toward the concentration or minor in any department or program. Maximum enrollment, 12.